

JOB COMPETENCIES NECESSARY FOR THE FUNCTIONING OF SCHOOL
SECRETARIES AS PERCEIVED BY SCHOOL ADMINISTRATORS, TEACHERS
AND SECRETARIES IN AN URBAN SCHOOL DISTRICT

A

Dissertation Abstract

Submitted

To

The Faculty Of The School Of Education

Atlanta University

In Partial Fulfillment

Of The

Requirements For The Degree

Doctor of Education

By

Elizabeth Fields Iles

January, 1985

Ri-vli T 122

DISSERTATION ABSTRACT

JOB COMPETENCIES NECESSARY FOR THE FUNCTIONING OF SCHOOL SECRETARIES AS PERCEIVED BY SCHOOL ADMINISTRATORS, TEACHERS AND SECRETARIES IN AN URBAN SCHOOL DISTRICT

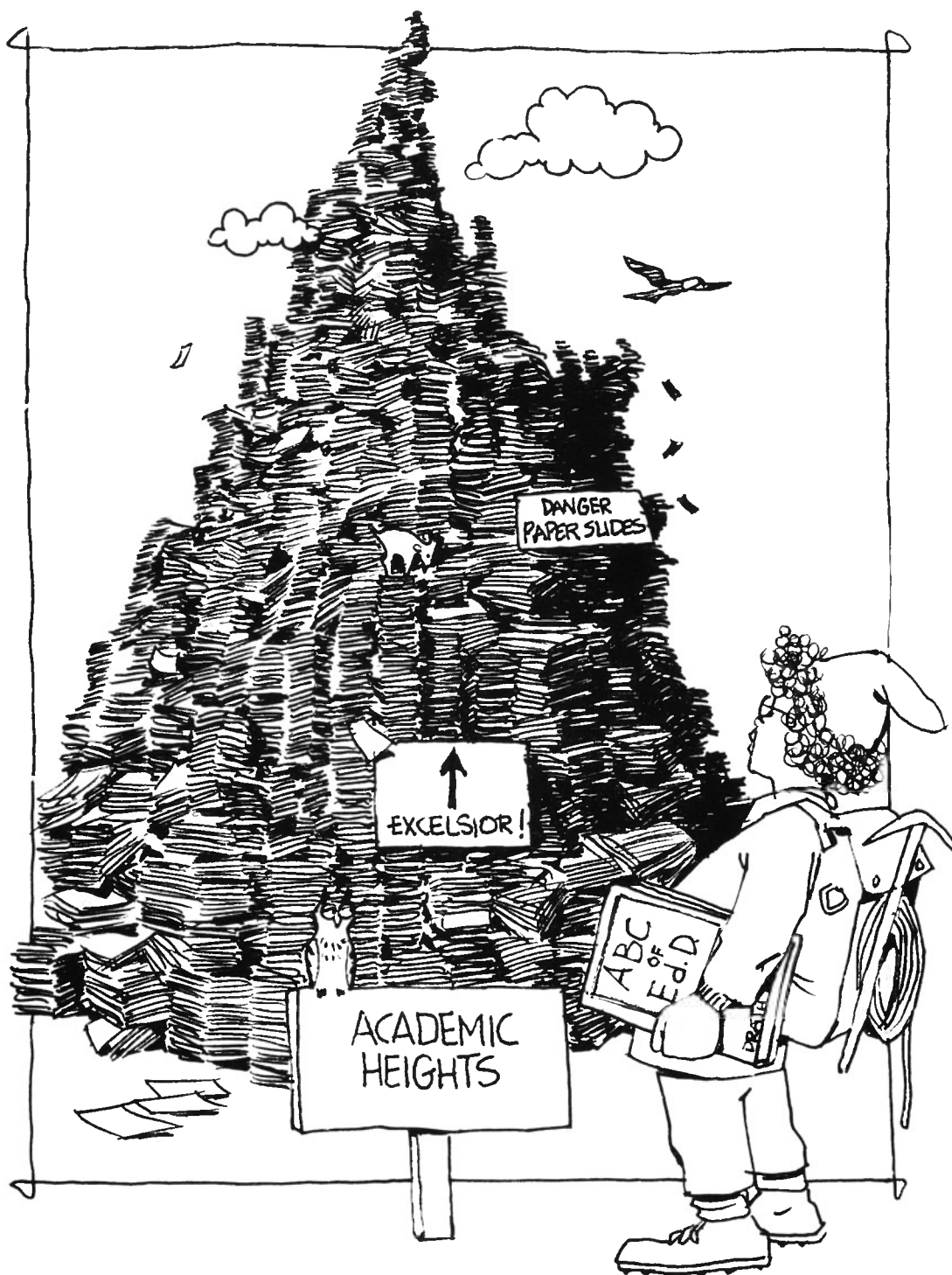
The study attempted to determine whether school secretaries, teachers and school administrators at the high and elementary school levels agree or disagree on competencies necessary for the job performance of school secretaries. The intention was to obtain the desired competencies for use in the training of secretaries. A Secretarial Competency Questionnaire consisting of forty-one (41) items was divided into general office competencies (23 items) and interpersonal competencies (18 items). A sampling of forty-seven (47) elementary administrators, fifty-six (56) elementary teachers, sixty-four (64) elementary secretaries, twenty-five (25) high school administrators, forty-three (43) high school teachers, and fifty-two (52) high school secretaries was asked to rate the competencies on a five point Likert-type scale ranging from unnecessary to extremely necessary.

An Analysis of Variance indicated that at the .05 level of significance, there was no significant difference among elementary administrators, teachers, and secretaries regarding their perceptions of general office and interpersonal competencies. However, at the high school level there were significant differences among personnel regarding their perceptions on nineteen (19) of the twenty-three (23) general office competencies and on fourteen (14) of the eighteen (18) interpersonal competencies.

Dependability on the part of school secretaries was the highest rated general office competency with the ability to use the dictaphone as the lowest rated general office competency. The ability to operate office equipment and the ability to file correctly were not as important to administrators, teachers, and secretaries as was the need for secretaries to get to work on time and to take and relay messages in an accurate manner.

The highest rated interpersonal competencies were effective telephone etiquette and effective reception of visitors. These competencies were rated higher than "must love work" and "be willing to render services beyond the call of duty." Personal and telephone communications were considered much more desirable interpersonal competencies than being overly dedicated to the job assignment.

It is recommended that secretarial training institutions take into consideration the perceptions of school administrators, teachers and secretaries regarding the necessary competencies for school secretaries.



JOB COMPETENCIES NECESSARY FOR THE FUNCTIONING OF SCHOOL SECRETARIES
AS PERCEIVED BY SCHOOL ADMINISTRATORS, TEACHERS AND SCHOOL SECRETARIES
IN AN URBAN SCHOOL DISTRICT

A

Dissertation

Submitted

To

The Faculty Of The School Of Education

Atlanta University

In Partial Fulfillment

Of The

Requirements For The Degree

Of

Doctor of Education

By

Elizabeth Fields Iles

January, 1985

THE DEDICATION

I dedicate the completed copy of this dissertation to my husband, James Howard Iles, for his cooperation, encouragement and patience during the long hours I dedicated to this study. I am eternally grateful to him.

A
Special Thanks
To
My Committee

Dr. Ganga Persaud, Chairman

Dr. Roberta Bayles

Dr. James F. Doyle

Your kindness in guiding me through the qualifying process will always be remembered with gratitude. You have devoted much time and encouragement to this study. You have also shared many moments of my frustrations. Through it all, though, you have been most helpful and supportive. Please know that you have my sincere appreciation.

Elizabeth F. Iles

ACKNOWLEDGEMENTS

To God be the glory for the blessings of health, opportunity and perseverance to accomplish this goal.

I am indebted to many people for their unselfish deeds and acts of kindness during this study. I am especially grateful to my family and my husband's family for being so supportive and encouraging in this endeavor.

Ret. Lt. Col. William H. (Bill) Drath depicted my sentiment of the dissertation project through the illustrations for the frontispiece and end sheet pages. I am grateful for his kindness.

I extend a very warm thank you to Reverend and Mrs. Julius C. Williams (my pastor and his wife) for always "being there"

The typing assistance provided by Mrs. Martha Allen, Mrs. Theta Jackson and Mrs. Yvonne Spyers will always be remembered and appreciated.

Other key contributors to the success of this study include the following people:

Dr. Samuel Jimerson

Dr. James E. Johnson

Mrs. Neeka G. Washington

Mr. Larry Watts

The typing of the final document was done by Mrs. Ruby McDaniel to whom I am most grateful.

TABLE OF CONTENTS

Frontispiece	
Title Page . . . . .	.i
The Dedication . . . . .	.ii
A Special Thanks . . . . .	.iii
Acknowledgements . . . . .	.iv
List of Tables . . . . .	.vii
CHAPTER	
I. THE BACKGROUND INFORMATION	
The Introduction . . . . .	.1
The Research Problem . . . . .	.2
The Justification for the Study . . . . .	.3
The Theoretical Framework . . . . .	.5
The Statement of the Hypotheses. . . . .	.6
The Assumptions. . . . .	.7
The Scope and Limitations. . . . .	.7
The Definitions. . . . .	.8
The Abbreviations. . . . .	.8
II THE LITERATURE REVIEW	
Job Competencies for Secretaries	9-16
Job Satisfaction of Secretaries. . . . .	.17-21
Secretaries' Attitudes and Climate . . . . .	.22-23
Qualifying Examinations and Other Variables Related. . . . .	.24-27
to Inservice Needs of Secretaries	
III THE RESEARCH PROCEDURES	
The Introduction . . . . .	.29
General Office Competencies. . . . .	.29-30
Interpersonal Competencies . . . . .	.30-31
The Population . . . . .	.31
The Sample . . . . .	.32
The Instrumentation. . . . .	.32
The Procedures for Implementation. . . . .	.33
Analysis of the Data . . . . .	.33-34
School Assignments by position . . . . .	.35
Age Distribution . . . . .	.36
Work Experience. . . . .	.37
School Enrollment. . . . .	.38
IV THE DATA PRESENTATION AND ANALYSIS	
The Introduction . . . . .	.39
The Item by Item Analysis of the Competencies. . . . .	.39-57
The Competency Ranks Based Upon Mean Scores. . . . .	.67-71
The Three Highest Ranked Competencies for Administrators, Teachers and Secretaries . . . . .	.72-80
Items of Significant Differences . . . . .	.81-83

TABLE OF CONTENTS (Continued)

V	THE SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	
	The Introduction.	84
	The Summary	84-89
	The Findings.	90
	The Conclusions	91
	The Recommendations	92-93
	The Bibliography.	84-97
	THE APPENDICES	
A	The Correspondence . . . . .	.98
B	The Questionnaire . . . . .	.99
C	Rank Order of Competencies by Respondents.	101-124

LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
1	School Assignment By Position	35
2	Age Distribution	36
3	Work Experience	37
4	School Enrollment	38
5	Comparison of Elementary School Administrators, Teachers and Secretaries on Individual General Office Competencies	58-69
6	Comparison of High School Administrators, Teachers and Secretaries on Individual General Office Competencies	60-61
7	Comparison of Elementary School Administrators, Teachers and Secretaries on Individual Interpersonal Competency Items	62-63
8	Comparison of High School Administrators, Teachers and Secretaries on Individual Interpersonal Competency Items	64-65
9	Competency Ranks Based Upon Mean Scores (General Office)	67-69
10	Competency Ranks Based Upon Mean Scores (Interpersonal)	70-71
11	The Three Highest Ranked General Office Competency Items (Elementary)	75
12	The Three Highest Ranked Interpersonal Competency Items (Elementary)	76
13	The Three Highest Ranked General Office Competency Items (High School)	77
14	The Three Highest Ranked Interpersonal Competency Items (High School)	78
15	Items of Significant Differences at the High School (General Office Competencies)	79-80
16	Items of Significant Differences at the Elementary (General Office Competencies)	81
17	Items of Significant Differences at the High School Level (Interpersonal Competencies)	82
18	Items of Significant Differences at the Elementary Level (Interpersonal Competencies)	83

Chapter I

The Introduction

When considering the complexities of hiring effective school secretaries and dismissing ineffective school secretaries, it becomes more apparent that school and personnel administrators need to know what competencies are necessary for the functioning of the school secretary. The fixation of job competencies for school secretaries will open doors to vast improvement in the educational arena, such as:

1. Personnel administrators will be more effective in the employment process when they know the competencies which school administrators, and teachers perceive as necessary for the school secretary.
2. Secretarial quality will be enhanced as the selection process gains specificity.
3. The effectiveness of the school administrator will be enhanced by a more efficient secretary. It is the secretary who frees the administrator of many details so that he/she may have time for affairs that require the executive's attention.
4. Performance evaluations will be more objective as the competencies become criteria for judging secretarial performance.

The school secretary performs a very challenging role; therefore, he/she must be equipped with special skills which extend beyond the core duties into interpersonal dynamics. Saxe (1960) stated that all activities of the school office depend upon the presence and proper functioning of the school secretary.

A vast amount of the school's communication and public relations are the responsibilities of the secretary. This is so because the secretary is the first and often the only impression a caller or visitor may get of the school. For this reason, it is important that the person who serves in this capacity, be the most capable, efficient person available.

Sergiovanni and Starratt (1971) believed that the human organization of schools which included the quality of communication, group loyalty, levels of job satisfaction, and commitment to the task, exerts a direct influence over the determining of the nature and quality of the school's success.

Wells (1982) stated that it seems no more than reasonable that a supervisor or manager should be able to define what is expected of employees. Likewise, school administrators and teachers should be able to identify competencies which they perceive as necessary for school secretaries.

The Research Problem

The problem inherent in this study was to investigate the extent to which school administrators, teachers, and school secretaries agree or disagree on the competencies which are necessary to the job function of the school secretary. The research sought answers to the following basic questions:

1. Is there a significant difference in the perceptions of high school administrators, high school teachers, and high school secretaries regarding the general office competencies which are necessary for school secretaries?

2. Is there a significant difference in the perceptions of high school administrators, high school teachers, and high school secretaries regarding the interpersonal competencies which are necessary for school secretaries?
3. Is there a significant difference in the perceptions of elementary school administrators, elementary school teachers, and elementary school secretaries regarding the general office competencies which are necessary for school secretaries?
4. Is there a significant difference in the perceptions of elementary school administrators, elementary school teachers and elementary school secretaries regarding the interpersonal competencies which are necessary for school secretaries?
5. Is there a significant difference in the perceptions of school administrators, school teachers, and school secretaries regarding the general office competencies which are necessary for school secretaries?
6. Is there a significant difference in the perceptions of school administrators, school teachers, and school secretaries regarding the interpersonal competencies which are necessary for school secretaries?

The Justification For The Study

There is a need for reliable and practical procedures through which school secretaries can be identified, screened, and selected using the competencies which are necessary for their performance.

With the accelerating rate of change in the nature and complexity of secretarial roles, the need for inservice and better hiring practices also increases. While there have been many studies on job competencies, very little of this research has been geared directly to school secretaries.

The most comprehensive of the studies on school secretaries was by Hargis (1978), who studied the perceptions of school administrators and school secretaries. Hargis did not, however, include the perceptions of teachers in his study, which was a crucial omission.

It is important that teachers be included because of their interaction with the secretary and their dependence upon the secretary for help in carrying out their functions. This dependence is further explained by the secretary's issuance of supplies, the duplication of materials, the answering of the telephone, and the need to, or not to, schedule conferences with parents. Further, the judgment of a third party, teachers, would add more credibility to the competencies.

Hargis, at the conclusion of his study, inferred that high school administrators, elementary school administrators, high school secretaries, and elementary school secretaries were in general agreement about the perceived characteristics of school secretaries. He, however, provided clear justification for this study when he recommended:

"That further study and research be conducted that might contribute to a better understanding of the characteristics of the school secretary."

The identification of the competencies is crucial to the administration of a school because it will provide recruiters with a knowledge of the competencies to look for in prospective secretaries. It

will also provide staff development personnel with a knowledge of inservice needs for those secretaries already on board who do not possess those competencies.

The Theoretical Framework

This research proposes to examine the extent to which school administrators, teachers, and school secretaries agree or disagree on the competencies which are necessary to the job performance of school secretaries at the elementary and secondary school levels. Theoretically, if the competencies are to have validity, school administrators, teachers, and school secretaries within a school should agree on the competencies. Teachers may perceive the necessity of the competencies differently from school administrators for various reasons. The major reason is that the teachers' association with the school secretary is very limited compared to the administrators' association with the school secretary; therefore, the teachers may not have the opportunity to become familiar with the general office competencies which are necessary for the performance of the job. Most people recognize or associate such competencies as typing, shorthand, filing, answering the telephone, and greeting visitors as basic duties of the secretary; consequently, agreement will probably be greater on these competencies. Where there is agreement by all parties, the items may be used for evaluation purposes.

If administrators, teachers, and secretaries do not agree on items of competencies, then the use of such items for evaluation purposes might have limited significance. In such cases one would suggest the need to utilize cooperative efforts to clarify the differences and perhaps justify the competencies. Disagreement could also indicate that those competencies may not be considered essential or necessary for effective secretarial performance.

The Statement of the Hypotheses

1. There will be no significant difference in the perceptions of elementary school administrators, elementary school teachers and elementary school secretaries regarding the general office competencies which are necessary for school secretaries.
2. There will be no significant difference in the perceptions of elementary school administrators, elementary school teachers and elementary school secretaries regarding the interpersonal competencies which are necessary for school secretaries.
3. There will be no significant difference in the perceptions of high school administrators, high school teachers and high school secretaries regarding the general office competencies which are necessary for school secretaries.
4. There will be no significant difference in the perceptions of high school administrators, high school teachers and high school secretaries regarding the interpersonal office competencies which are necessary for school secretaries.

The Assumptions

The following basic assumptions were made in the study:

1. The first assumption was that a measuring instrument can be developed to identify secretarial competencies.
2. The second assumption was that school administrators, and teachers have the expertise to identify the competencies that are necessary for school secretaries.
3. The third assumption was that the commonality of the roles and competencies of the school secretary enables one to function interchangeably in high school or elementary school.
4. The fourth assumption was that the sample drawn from the selected population was a viable one for generalizing.

The Scope and Limitations of the Study

The Atlanta Public School System is divided into three geographic areas. Each area has a central office which is headed by an Area Superintendent. Within the system there are 22 high schools, 10 middle schools, and 85 elementary schools. The total student population is approximately 70,000.

The Delimitations

This study did not attempt to predict success of school secretaries.

This study did not determine nor evaluate the preparation and training of school secretaries.

This study did not include secretaries, administrators, or teachers of middle schools.

This study focused on the perceptions of high school and elementary administrators, high school and elementary school teachers, and high

school and elementary school secretaries of the Atlanta Public School System.

The Definitions

For the purposes of this study, the following definitions were used:

Administrator. An administrator is any full-time employee of the Atlanta Public School System whose primary responsibility is the direction of a school, program, project, department or division of the system.

Secretary A secretary is a full-time employee assigned to perform clerical duties in a high school or an elementary school and whose classification is either Typist, Senior Typist, Stenographer, or Senior Stenographer.

Competencies Those qualities sufficient for the performance of a school secretary.

Abbreviations Used

H.S.A	High School Administrator
H.S.S	High School Secretary
H.S.T.	High School Teacher
E.S.A.	Elementary School Administrator
E.S.S.	Elementary School Secretary
E.S.T.	Elementary School Teacher
S.C.Q.	Secretarial Competency Questionnaire

Chapter II

The Review of Related Literature and Research

Presented in this chapter is a selection of literature related to the problem of the researcher. This literature is reviewed under four areas:

- A. Job competencies for secretaries
- B. Job satisfaction of secretaries
- C. Secretary's attitude and climate
- D. Qualifying examinations and other variables related to inservice needs of secretaries.

Job Competencies for Secretaries

Sanders (1977) identified the competencies needed by beginning secretaries based upon the analysis of perceptions of secretaries, office managers, and business teacher educators. The study also sought to determine what relation five demographic variables age, sex, educational level, work experience, and size of office of respondents have to the respondents' perceptions of secretarial competencies. The sample included 75 secretaries, 73 office managers, and 48 business teacher educators. Data were collected through use of a two-part questionnaire which was developed by the researcher. The competencies were rated by using a five-point Likert-type scale. An R-type factor analysis procedure was used to determine the nature and number of variables underlying the factors. An analysis of the data revealed that the office managers, secretaries, and business teacher educators did not agree on the competencies required for secretaries.

Kusek (1974) attempted to determine the significant differences in the important competencies and continuing education needs of secretarial personnel in word processing and traditional offices. In addition, the nature of changes in competency importance and learning on the job were described. Participants in the study were 30 pairs of secretarial personnel and supervisors from traditional offices and 28 pairs of secretarial personnel and supervisors from word processing offices in the Boston-Worcester, Springfield-Hartford areas. A list of 53 competencies was developed from a review of research regarding secretarial skill requirements and current literature on the effects of word processing on secretarial responsibilities and office organization. An interview schedule was developed to gather data on these 53 competencies using a Likert-type response scale. Background data on all participants were gathered with a separate form and a morale opinionnaire was completed by the secretarial personnel studied. The frequency and percentage distributions of the responses were computed. The median test and chi-square statistic were used to test the hypotheses of significant differences at the .05 level. The important competencies for word processing and traditional secretarial personnel did not differ significantly. Only one competency, developing new office procedures to improve office efficiency, was found to be significantly different. This item was rated more important by the traditional group.

Dennee (1981) collected research data on important word processing competencies necessary on the job. He found significant differences between instructors, supervisors, correspondence secretaries, and administrative secretaries when rating competencies for word processing secretaries. The survey instruments used to collect the data were

constructed, pilot-tested, and revised prior to their administration to the sample in Wisconsin. The revised instruments contained 51 correspondence competencies, 51 administrative competencies, and questions concerning equipment, origin and development of word processing offerings, word processing instructors, and future changes in the word processing offerings. There were responses from 18 instructors, 72 supervisors, 60 correspondence secretaries, and 47 administrative secretaries. In the study, the data were analyzed using one-way analysis of variance. Scheffee analysis, Chi-square (Statistical Package for the Social Science) and descriptive analyses.

Scammon (1974) studied the need of manual shorthand in the performance of duties for secretaries. The Million Dollar Directory, 1972, was used to locate 117 large businesses which were stratified by six Standard Industrial Classifications (SICs): Manufacturing Industries; Transportation; Communication and Other Public Utilities; Wholesale Trade; Retail Trade; Finance, Insurance and Real Estate; and Services. All firms were headquartered in Detroit, Highland Park, and Hamtramck, Michigan. A population of 2953 secretaries was identified in the 117 large businesses and was stratified into two classifications: top management and other management secretaries. Personnel interviews were held with 72 secretaries who were randomly selected from the population, 72 managers to whom the secretaries in the sample reported, and 40 personnel directors who represented the large businesses from which the secretaries were selected. Interview guides, constructed by the investigator, were used during all interviews. Nine hypotheses were tested for significance by using the statistical techniques of two-way and one-way analysis of variance, chi-square analysis, and Pearson product-

moment, and Spearman's rank difference correlation. It was found that of 72 managers, 33.3 percent said they would hire while 66.7 percent said they would not hire a secretary with no shorthand proficiency. It was concluded that while excessive words of shorthand (120 or above) are not essential for the majority of large businesses, shorthand should be retained in the secretarial training curriculum.

Majeski (1981) conducted research concerned with educational information about the duties, tasks, activities and responsibilities of medical secretaries in a major medical university complex. Comparisons of viewpoints of the medical secretaries and those of their employers pertaining to personal traits, necessary educational background, views of an optimum office were presented in the study. Data were drawn by questionnaires sent to secretaries employed at the University of Cincinnati Medical University Complex. Eighty-seven medical secretaries participated in the study. Data were also drawn by interviews from 29 physicians, doctors, and/or supervisors who employed these medical secretaries.

Ward (1974) attempted to analyze job characteristics and responsibilities of legal secretaries in selected law firms in California. Questionnaires were sent to 200 legal secretaries and 30 lawyer/employers in eight specialized fields of law in California. The lawyer/employers were also investigated. It was found that lawyers and legal secretaries had much variation in their perceptions of the importance of duties performed by the secretaries. While lawyers and secretaries were in general agreement of the importance of routine duties, their disagreement was significant at the .05 level of the special duties.

Moody (1978) attempted to identify essential competencies for entry-level word processing administrative and correspondence secretaries. Two questionnaires, one for the administrative position and one for the correspondence position, were developed and administered to secretaries, supervisors, and principals of word processing centers. Competencies for each questionnaire were classified into thirteen categories: (1) typewriting, (2) dictation and transcription; (3) records management, (4) telephone, (5) office machines and equipment, (6) mailing, (7) data collection and research, (8) financial and bookkeeping, (9) mathematics, (10) grammatical skills, (11) general clerical skills, (12) administrative skills, and (13) general attitude and skills. Each questionnaire contained an extensive list of competencies which participants rated as either very important, important, of some importance, of little importance, or of no importance. Each competency was also delegated to either school or business. Competencies were reported in three different classifications: (1) important according to 50-100 percent of the participants, (2) important according to 30-49 percent of the participants and (3) unimportant according to 50 percent or more of the respondents. The study also made many recommendations for business training programs and for the office occupations curricula.

Murranka (1979) investigated specific task and job element information for two word processing positions and the administrative secretary position. Specifically, the objectives were (1) identify the specific tasks performed by correspondence secretaries, administrative secretaries, and supervisors in word processing installations; (2) compare the positions of correspondence secretaries, administrative secretaries, and supervisors of word processing installations on twelve

grouped tasks; and (3) identify the specific job elements utilized by correspondence secretaries, administrative secretaries, and supervisors of word processing installations. Forty-five (15 for each position) job incumbents in Phoenix, Arizona, were administered two instruments, a task inventory containing 439 items and the Position Analysis Questionnaire (PAQ). The latter instrument contains 194 job elements and was administered through personal interviews. Twelve additional job incumbents (four for each position) completed only the task inventory. One-way analyses of variance were computed to compare the data obtained on the task inventory for the three positions. Job profiles of each position were developed as a result of the job element data gathered by using the PAQ. It was found that the primary tasks that correspondence secretaries performed involved using the typewriter, editing and transcribing. Administrative secretaries reported high frequencies for typewriting, using the copy machine, composing letters, making decisions, editing, proofreading and using the telephone. Supervisors reported high frequencies for coordinating and planning, training and supervising activities.

Hargis (1978) investigated perceptions of characteristics deemed most desirable in school secretaries. "Characteristics" were subdivided into two major areas: (a) office characteristics and (b) personal characteristics. It was hypothesized that there would be no significant difference in those characteristics deemed most important in school secretaries as perceived by high school administrators, elementary school administrators, high school secretaries, and elementary school secretaries. An instrument, "Educational Secretary Characteristics Survey," was developed to measure which characteristics were perceived to

be important. Data for the study were provided by the high school and elementary school administrators and secretaries within the metropolitan Nashville Public School District. Three hundred and thirteen surveys were mailed to high school and elementary school administrators and secretaries with a return rate of two hundred twenty-five or 72 percent. The chi-square test was chosen to treat the data. A factor analysis was conducted to determine group selection of the variables. There were found 13 significant differences between high school administrators and secretaries. Sub-scale 1 reported eight differences and sub-scale 2, five. Elementary school administrators and secretaries reported 14 differences, four in sub-scale 1 and ten in sub-scale 2. Elementary and high school administrators reported seven significant items, all in sub-scale 1. Elementary and high school secretaries resulted in the fewest significant differences with two, one in each sub-scale 1 and 2. The factor analysis resulted in ten factors being identified. The hypothesis of this study was rejected.

Russell (1973) analyzed selected aspects of the role of the secretary to the public school principal in Arizona. Inherent in the study were the following questions: (1) What role expectations do principals, teachers, and school secretaries hold? (2) Where and to what extent are these expectations in agreement and disagreement? In conjunction with this, 459 questionnaire checklists were sent to principals, teachers, and secretaries in randomly selected schools in Arizona. Eighty-four percent of the principals, seventy-nine percent of the teachers, and seventy-nine percent of the secretaries responded. In total, an eighty-one percent response was obtained for the study. The method of research used in this study was the questionnaire-survey type.

The data were obtained through the use of two types of instruments. One instrument was used to collect selected demographic data about the respondents. The second was an instrument based on Flanagan's Critical Incident Technique to elicit a forced choice response to given critical incidents. The chi-square test was used to treat the data. It was found that there were varying degrees of disagreement and conflict in the roles of secretaries as perceived by principals, teachers, and other school secretaries.

Schatz (1980) attempted to identify characteristics that described administrative secretaries and word processing secretaries that could be used to predict job performance for use in hiring, placement, reassignment, and promotion. Standardized instruments were used to collect data. Fifty companies in Los Angeles and Orange Counties, California, provided participants for the study. From each company data were collected on one administrative secretary and one word processing secretary. Each secretary completed the Edwards Personality Inventory and the Minnesota Satisfaction Questionnaire to provide data for the study regarding personality and job satisfaction characteristics. The secretary's immediate supervisor completed the Minnesota Satisfaction Scales to provide data on job performance. T-tests were computed on the models to determine differences between means of variables for the two secretarial classifications. Significant differences were found between administrative and word processing secretaries on several variables. The administrative secretary was older, had more education, had more work experience, was more competitive, and felt greater job satisfaction than the word processing secretary. The word processing secretary on the other hand was more logical than the administrative secretary. Job

performance, with a positive relationship for both secretarial models, was the highest contributor to job performance ratings of all variables applied to the regression program. Differences in direction of the relationship were found with two variables. Age had a positive value for the word processing secretary and a negative value for the administrative secretary. "Motivated to succeed" had a positive value for the administrative secretary, but a negative value for the word processing secretary.

Job Satisfaction of Secretaries

Benjamin (1976) investigated differences between various levels of correspondence and administrative secretaries and job satisfaction. Four variables, (a) the existence of job characteristics of security, social esteem, autonomy and self-actualization in the work environment of word processing centers, (b) the desired amount of these characteristics, (c) the degree of importance assigned to them and (d) the degree of perceived deficiency in the fulfillment of these characteristics were measured by Porters' index which designated needs along a Maslow's hierarchy. Survey data were obtained by mailed questionnaires for the variables from 167 correspondence and 44 administrative secretaries. The findings of this study led to the conclusion that lower level secretaries expressed a greater deficiency of need fulfillment in the characteristics of esteem than higher level secretaries. Therefore, a tendency appeared to exist for a greater degree of dissatisfaction as expressed by unfulfilled needs. These data supported Maslow's motivational theory concerning varying amounts of growth along the need hierarchy.

Chirco (1981) identified nine relevant independent variables (amount of supervision, inservice education, age, seniority, marital status,

income, children and ages of children) that may be related to job satisfaction of elementary school secretaries. Four dependent variables (supervision, work, pay, and promotion) were identified as major component parts of job satisfaction. A population of 210 school secretaries was drawn from four Southwestern Michigan counties resulting in a return rate of 85 percent. The job description index (JDI) was utilized to measure the four job satisfaction variables. A demographic questionnaire was used to obtain data regarding the nine independent variables. The test, one-way ANOVA, and least square difference post hoc analysis were used to measure interrelationships at the .05 level of significance. Statistical support was found for the relationship between work and inservice; pay, age, and importance of salary; promotion and inservice as well as education. However, meaningful support was applicable only to the relationships between work and inservice.

Hall (1980) examined the relationships between the frequency of performance of satisfying and nonsatisfying duties among secretaries. To determine which secretarial duties were satisfying and which were nonsatisfying, a list of 125 duties resulting from previous research by Wagoner at the University of Iowa was given to 82 undergraduate students who were asked to rate the degree of satisfaction that each duty would have for them if they entered secretarial careers. Using these ratings, 19 of the duties rated lowest and 23 of the duties rated highest were designated nonsatisfying duties and satisfying duties, respectively, and compiled into a second list. The second list was given to 89 secretaries who were members of the National Secretaries Association in Cedar Rapids, Ottumwa, and Clinton, Iowa; St. Joseph, Missouri; and Omaha, Nebraska. The secretaries were asked to rate their frequencies of performance of

each duty. In addition, the participating secretaries were asked the number of years of college they had attended, the number of business secretarial courses they had completed in college, the number of months of private business school instruction received, the number of years of work experience as a secretary, the number of years employed by the present employer, and the number of employees in the organization where they presently worked. The frequencies of performance of satisfying and nonsatisfying duties reported by the secretaries were then compared with their educational and career data using analyses of variance. In an additional analysis, the differences between the secretaries' responses for satisfying and nonsatisfying duties were compared with their educational and career data using analyses of variance. The most significant relationships found in the study were as follows:

- (1) the number of years of college education received by a secretary was associated positively with both frequency of performance of satisfying duties and frequency of nonsatisfying duties.
- (2) the number of business or secretarial courses completed by a secretary in college was associated positively with frequency of performance of satisfying duties.

Based upon the findings of the study, these conclusions were drawn:

- (1) Secretaries who have attended college appear to perform satisfying and nonsatisfying duties more frequently than those secretaries who have not attended college.
- (2) Secretaries who have completed business and secretarial courses in college appear to perform satisfying duties more frequently than those who have not.

Housley (1977) analyzed employed secretaries' perceptions of the secretarial occupation. The problem inherent in this study was to find out how employed secretaries perceived the secretarial occupation in terms of role image, role behavior and job satisfaction. Six hypotheses were tested to assess the research problem.

Null Hypothesis 1: There are no significant relationships among scales measuring the role image variable.

Null Hypothesis 2: There are no significant relationships among scales measuring the role behavior variable.

Null Hypothesis 3: There are no significant relationships among scales measuring the job satisfaction variable.

Null Hypothesis 4.1: There are no significant relationships between role image and role behavior.

Null Hypothesis 4.2: There is no significant relationship between role behavior and job satisfaction.

Null Hypothesis 5: There are no significant effects on role image, role behavior and job satisfaction by the independent variables: age, longevity in the occupation, salary, marital status, education, certification, and supervision. The research population for this study was designated as individuals who are regular active members of nine chapters of the National Secretaries Association (International) located in eastern, central and southern Illinois. One hundred eighty-one subjects participated. Data collection consisted of three sections: biographical, information, role perception of the secretarial occupation (role image and role behavior) and job satisfaction. The Index of Job Satisfaction by Brayfield and Rathe (1951)

was used to test job satisfaction. Arithmetic means, standard deviations, Pearson product-moment correlation coefficients, and F ratios were calculated to analyze the data. Based upon the findings of this study, employed secretaries may be said to express strong, positive and generally homogeneous attitudes concerning role image, role behavior and job satisfaction.

Sodoughi (1981) investigated the relative degree(s) of job satisfaction of female Certified Professional Secretaries (CPS's) as compared to male CPS's employed in secretarial positions in the United States. The long form of the Minnesota Satisfaction Questionnaire (MSQ) was selected to secure the necessary information. The sample of female CPS's was selected from a table of random numbers by the National Secretaries Association (NSA) and the same for male CPS's was taken from The Directory of Women and Men in NonTraditional Jobs by the investigator. All data were scored using the Handscoring Form which was presented in the Manual for the MSQ. The means and the standard deviations for the scores on each of the twenty subscales of the MSQ and for the General Satisfaction scores were computed for the subjects. T-values were computed by using the Mean, N, and standard deviation for each of the twenty measured variables. The level of significance for all statistical analysis was established at the 10 percent level. The results showed that the male CPS's were more satisfied in only one subscale, that of advancement.

Mitchell (1978) attempted to determine the contributions of supervision and other selected factors to the job satisfactions of correspondence secretaries. The factors influencing work satisfaction were examined to see what management action could improve the levels of

satisfaction in word processing systems and what action educators could take to better prepare secretarial workers and supervisory personnel for employment in word processing systems.

The research methodology included a sampling of 61 correspondence secretaries from 21 organizations located in Dallas and Houston, Texas. Data were collected in a two-phase cycle. First, the supervisor of each participating word processing system completed a Pre-Interview Questionnaire and the correspondence secretaries completed a Personal Interview Questionnaire during a personal interview with the researcher. These questionnaires provided information about the workers and the work environments which might relate to the correspondence secretary's level of job satisfaction. Second, during the personal interview, each correspondence secretary was asked to complete within two weeks the Job Descriptive Index and the Sixteen Personality Factor Questionnaire, Forms A + B. These instruments provided a personality analysis and a measure of the level of job satisfaction of each correspondence secretary. Statistical procedures were then applied to these data. Nineteen statistically significant relationships were found. It was concluded that supervision of the word processing systems is the factor which most drastically affects the level of job satisfaction of correspondence secretaries.

Secretary's Attitude and Climate

Rolph (1980) compared and analyzed the attitudes of randomly selected Michigan Public High School Principals and their secretaries relative to four groups of dependent variables. These variables focused on: (1) the high school's clerical/secretarial staff:

their adequacy, value and general work environment; (2) provisions and practices intended to promote the effective use of the clerical/secretarial staff; (3) inservice training activities for principals and secretaries, and (4) statements of job satisfaction. The attitude scores of principals and their secretaries were compared and analyzed in relationship to one another and in relationship to several discrete, independent variables. Five subproblems were posed and five null hypotheses tested. The researcher combined the descriptive and analytical survey methods. A 30 percent sample of the 304 Class "A" and Class "B" public high schools in Michigan (1979-80 school year enrollments exceeded 750 students) resulted in mailing 91 surveys in May, 1980. Usable surveys were returned from 78 matched pairs giving an 85 percent return. Rolph found statistically significant differences between the attitude scores of high school principals and their secretaries relative to statements concerning the adequacy, value and general work environment of the high school clerical/secretarial staff. Although significant differences did exist between attitude scores of principals and their secretaries on dependent variables, the responses of both groups can be interpreted overall as more positive than negative.

Travasci (1980) studied the relationship between the elementary school secretary's attitude and climate. The two instruments used to measure and compare attitudes and climate were the short form Dogmation scale and the Organizational Climate Description Questionnaire (OCDQ). Both scales are measured on a continuum from "open" to "close". Using the Pearson Product Moment correlation, the reseacher concluded that there was no relationship between the secretary's dogmation scores and the climate of the school as measured by the OCDQ. There was, however,

a significant difference at the .05 level between the secretary's perception of the school climate measured by the OCDQ and that of the principal and teachers derived from the OCDQ.

Qualifying Examinations and Other Variables Related to
Inservice Needs of Secretaries

Blyth (1976) designed, developed and validated a written occupational competency examination for legal secretaries. The examination was developed in a three-draft sequence: Test content for the examination was based on the six categories of the Professional Legal Secretary (PLS) examination: (1) written communications, (2) human relations, (3) legal secretarial procedures, (4) legal secretarial accounting, (5) legal terminology and techniques, and (6) legal secretarial skills and exercise of judgement. The data obtained in each administration was analyzed by computer programs for test analysis and item analysis. The analyses provided such statistics as: raw scores, T-scores (modified), percentile ranks, difficulty indices, discrimination indices, distractor analyses, and KR 20 reliability coefficients. The item analysis identified test items having undesirable statistical properties, prior to selection of items for use in the subsequent draft of the examination. An important objective of the field testing was to collect data to compare the performance of experienced secretaries with trainees and students on the examination. Based on the findings of this study, it was concluded that a valid, reliable occupational competency exam for legal secretaries had been developed. Blythe concluded though that a replication of this study with larger sample size would be useful in increasing validity.

Overton (1980) attempted to construct valid tests with equated alternate forms in the area of interpersonal relations (communicating with others) in the office occupations. An outline consisting of 100 social role criteria factors and three communication categories was constructed using various office procedures textbooks and other references. The outline was sent to a jury of Certified Professional Secretaries and teacher educators who rated each factor on its importance for successful communications in the three categories listed. The refined outline was used to construct 299 multiple choice test items. The test items were reviewed by experts to provided the "best" and "worst" answer for each item, revised, prepared in four sets of 40 items each, and administered to college students enrolled in shorthand and/or office procedures classes. Test papers were returned from nine states for analyses and totaled 109 each for Test 1 and 3, and 123 each for Test 2 and 4. Tests were scored. Difficulty and discrimination indices were calculated for each item. Questions were then divided into Form A: Test A1, A2, and A3 each consisting of 30 items. Further refinement of the test questions was conducted and additional testing was completed. Sixty-four test papers were returned from two additional colleges for analyses. Test Form B. Tests B1 and B2 resulted. Recommendations for use of the information resulting from the study by the office occupations teachers included the following: (1) Tests B1 and B2 can be used as pre and post-tests. They were found to be highly reliable and predictable. (2) The communication categories and the difficulty indices can be used by the office occupations teachers to construct somewhat equivalent tests to meet specific classroom needs.

Heinemann (1978) attempted to (1) analyze the abilities of secretaries to perform job-related reading and writing tasks based on information obtained in their job manuals and/or other company publications; (2) to determine the relationships between the number of years the secretaries had been working at the company and their ability to perform certain reading and writing tasks; and (3) to determine the relationship of four factors of syntactic complexity used to analyze several samples from job manuals and other company publications and the secretaries' scores on the performance tasks. To accomplish these purposes, 39 secretaries who worked for a major United States corporation in New York City from one to five years, were between 19 and 30 years of age, and had graduated from high school, were chosen for the study. Eight job-related reading and writing tasks were administered to five subjects at one time during their workday and in a conference room in their place of employment. The most prevalent errors made by the secretaries were (1) following directions; and (2) capitalizing, punctuating, and using verb tense correctly. This study was contrary to the findings of many other studies in that it found no significant difference in the secretary's quality and performance based on experience.

Barnett (1978) designed a study to develop and field test procedures for conducting an assessment of the inservice education needs of school secretaries. It was determined that inservice education for classified personnel (1) should be viewed as an important method for upgrading duty performance; (2) should be planned systematically and based on valid organizational needs; and (3) should actively involve participating employees in the inception and planning of programs. Organizational

needs being synonymous with role expectations, a list of 194 role expectations was compiled from the literature and from interviews with students, parents, teachers, and principals and was edited by selected school secretaries. Two questionnaires listing the role expectations and role performance. The data from the questionnaires were cross-tabulated to permit a priority rank to be assigned to each role expectation. The resultant list of rank ordered role expectations constituted the needs assessment. From the data it was found that role expectations representing the highest ranking inservice needs were related to public relations, written communications, and time management. The greatest limitation was related to the use of participants' perceptions of the effectiveness of school secretaries rather than an objective measurement of effectiveness.

Barnes (1980) studied the justification of colleges offering manual shorthand in the curriculum in light of the rapid growth of automation in the business world today. A population of 387 secretaries was identified in 100 large businesses and stratified into two classifications: top management and "other" management. The chi-square test of independence was used to test the 11 research questions. Based on the findings, it was concluded that: (1) the majority of secretaries employed in large business (69.9 percent) use the skill of manual shorthand.

Weaver (1981) examined the need and use of in-house secretarial training in manufacturing companies in five selected Louisiana cities. Data for the study were collected by the use of a questionnaire which was devised, validated, and pilot-tested and also through interviews with the personnel training directors of the companies with in-house secretarial training programs. An analysis of the data produced indicated that 7.1

percent of the companies already had in-house secretarial training programs and 61.9 percent felt the need for such a program.

Summary

The work of previous researchers have revealed that while much work has been done relating to job competencies for secretaries (legal, administrative, word processing and medical) very little of this research was geared directly to competencies of school secretaries.

The work of Russell discovered that there were varying degrees of disagreement and conflict in the role expectations of secretaries as perceived by principals, teachers and other school secretaries. Hargis' work added that the fewest differences (2) were among the secretaries themselves (high and elementary school). The greatest differences came between elementary school principals and elementary school secretaries with fourteen (14).

This study attempted to go beyond the works of Russell and Hargis in the following manner:

1. It includes the perceptions of teachers.
2. It provides a rank order of competencies which are necessary for school secretaries as perceived by school administrators, teachers and school secretaries.

Chapter III

THE RESEARCH PROCEDURES

The Introduction

The statistical intent of this investigation was to determine the extent to which secretaries, teachers, and administrators at the high school and elementary school levels agree or disagree on general office competencies and interpersonal competencies for school secretaries. Agreement on a particular competency may suggest the need to utilize this competency in performance evaluations while disagreement may suggest the need for more closer evaluation before utilization. The Secretarial Competency Questionnaire was the data collection instrument. This instrument was designed to measure the perceptions of school administrators, selected teachers, and school secretaries regarding the job competencies (general office and interpersonal) which are necessary for the performance of the school secretary. The questionnaire consisted of forty-one items: Twenty-three general office competencies and eighteen interpersonal competencies. The forty-one items are as follows:

GENERAL OFFICE COMPETENCIES

1. The ability to care for office equipment (calculators, typewriters, copy machine, etc.).
2. The ability to complete assignments neatly and accurately (within reasonable time).
3. The ability to prioritize work assignments.
4. The ability to "file it right and find it."
5. The ability to supervise and make work distribution if applicable.
6. The ability to work independently.

7. Must be dependable.
8. Must be a good housekeeper.
9. Ability to be a good listener.
10. The ability to recognize and identify frequent callers and visitors.
11. Ability to handle and make proper disposal of confidential information (written or oral).
12. Ability to understand and follow instructions (written or oral).
13. Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
14. Ability to use a dictaphone.
15. Ability to take shorthand and satisfactorily transcribe it.
16. Must have considerable knowledge of English, spelling and arithmetic.
17. Ability to effectively communicate job-related information.
18. Ability to keep accurate financial records.
19. Must be loyal to the school administrator.
20. The ability to make decisions based upon board policy.
21. The ability to give material support and aid to teachers.
22. Must have a good knowledge of the community which is served by the school.
23. Ability to take and relay messages accurately.

INTERPERSONAL COMPETENCIES

1. Effective telephone etiquette.
2. Effective reception of visitors.

3. Effective working relationship with co-workers.
4. Effective resolution of difficult or sensitive matters.
5. Must love work and be willing to render services beyond the call of duty.
6. Must be adaptable to change.
7. Must have cooperative attitude.
8. Must have high work enthusiasm.
9. Must have good attendance and punctuality.
10. Must have good grooming habits.
11. Must have pleasing personal appearance.
12. Must have initiative.
13. Must have the ability to act calmly and maturely in situations involving stress.
14. Willingness to conform to rules and regulations of the school.
15. Must have a pleasing voice and personality.
16. Must have the ability to work with people of all ages, races, and socio-economic levels.
17. Must have good physical and emotional health.
18. Must project optimism and good humor.

Population

The Atlanta Public School System was selected as the population for this study. This population was selected because of the accessibility of the system and ease of data collection to the researcher; it was also felt that the population would provide a viable sample through which to identify and analyze expectations and preferences of administrators and teachers for their secretaries. It would also show the extent to which

secretaries themselves have knowledge of those expectations and preferences, and their perceptions of the relative importance of them.

The population included high school administrators, elementary school administrators, high school secretaries, elementary school secretaries, high school teachers and elementary school teachers.

The Sample

The sample consisted of all high school and all elementary school administrators and all high school and all elementary school secretaries. Because of the large number of teachers employed in the school system, the sample of elementary teachers consisted of four randomly selected teachers from twenty-four randomly selected elementary schools. Eight elementary schools were randomly selected from each area. The sample of high school teachers consisted of a random selection of five teachers from each school. Overall, there was a return of 81% on the questionnaires.

Instrumentation

The researcher developed a questionnaire, Secretarial Competency Questionnaire (SCQ) to gather data for this study. This questionnaire was developed by the use of the most salient points found in the literature, by informal interviews with administrators, and the researcher's practical knowledge of secretarial competencies.

The questionnaire was field tested on a select group of assistant superintendents, directors and coordinators who were not a part of the sample for the purpose of ascertaining clarity and appropriateness of items and category (general office or interpersonal) placement. Following the field test, a final list of competencies was developed which contained forty-one (twenty-three general office and eighteen interpersonal) items.

School administrators, teachers and secretaries were asked to rate the competencies on a five point Likert-type scale ranging from unnecessary to extremely necessary. The ratings of all three groups were statistically compared to determine what agreements and what differences existed.

Procedures for Implementation

The procedural steps employed in executing this study were as follows:

1. Permission and authorization to conduct the study were secured from the appropriate sources.
2. The related literature and research findings pertinent to this study were reviewed and incorporated into the report.
3. The sample was selected and a schedule for administering the questionnaire was established.
4. The questionnaires administered.
5. The data were collected, analyzed and interpreted.
6. The summary, conclusions, and recommendations derived from the study were incorporated into the final dissertation report.

Analysis of Data

The data were collected and analyzed in the following manner:

1. Data from school administrators, teachers and secretaries were collected. They were categorically placed in a table delineating the numbers, percentages and means.
2. Mean scores were calculated to demonstrate the relationship that may exist between the different perceptions of the three groups.

The analysis was done separately for high and elementary schools. First, a general description of the respondents was presented in the form of frequency distribution pertaining to information on the questionnaire such as sex, number of years experience, type of training, etc. Then, the differences among secretaries, teachers and administrators in regard to general office competencies and interpersonal competencies were examined. The mean and standard deviation of each group of respondents for each category (general office and interpersonal) of competencies as well as on each individual item were performed. Analysis of variance to test for significant differences in responses among the three groups secretaries, teachers and administrators was performed. Each research hypothesis was tested by using analysis of variance at the .05 level of significance.

School Assignments By Position

As indicated in Table 1, this sample consisted of 288 individuals which included seventy-two (72) administrators (25.0%), ninety-nine teachers (34.4%), and one hundred and seventeen (117) secretaries (40.6%). There were twenty-five administrators (8.7%) at the high school level and forty-seven (47) administrators (16.3%) at the elementary school level. The frequency breakdown for teachers was forty-three (43) at the high school level (14.9%) and fifty-six (56) from the elementary level (19.5%). The breakdown for secretaries was fifty-two (52) at the high school level (18.1%) and sixty-five (65) at the elementary level (22.5%). The total breakdown for the sample was 41.7 percent (f=120) for the high school level and 58.3 percent (f=168) from the elementary school level.

Table 1

School Assignments By Position

School Position	High School		Elementary School		Total	
	Frequency	Percent	Frequency	Percent		
Administrators	25	8.7	47	16.3	72	(25.0%)
Teachers	43	14.9	56	19.5	99	(34.4%)
Secretaries	52	18.1	65	22.5	117	(40.6%)
Total	120	41.7	168	58.3	288	(100%)

Age Distribution

The age distribution for the sample is presented in Table 2. A total of 95, or 33 percent, of the total sample was in the 45-53 age interval followed by the 36-44 age interval (28.5%, f=82) and the above 53 age interval (23.6%, f=68). The interval with the lowest frequency intervals were the 27-35 years (13.2%, f=38) and the 18-26 years interval (1.7%, f=5). The age interval with the largest frequency for administrators and secretaries was the 45-53 age interval. This interval contained 34 (11.8%) administrators and 33 (11.5%) secretaries while the same interval for teachers (14.2%, f=41) was in the 36-44 age interval.

Table 2

Age Distribution

School Positions	18-26		27-35		36-44		45-53		above 53	
	F	%	F	%	F	%	F	%	F	%
Administrators	0	0.0	0	0.0	10	3.5	34	11.8	28	9.7
Teachers	0	0.0	18	6.3	41	14.2	28	9.7	12	4.2
Secretaries	5	1.7	20	6.9	31	10.8	33	11.5	28	9.7
Total	5	1.7	38	13.2	82	28.5	95	33.0	68	23.6

Work Experience

The research work experience is presented in Table 3. The largest interval for the total sample (31.7%, f=91) was in the above twenty-three years interval followed by 18-23 years work experience interval (27.5%, f=79) and the 11-17 years interval (26.5%, f=76). The lowest work experience interval was 6-10 years (8.4%, f=24) and the 0-5 years (5.9%, f=17). The largest work experience for teachers (11.1%, f=32) and secretaries (14.6%, f=34) were in the 11-17 years of experience interval while the same interval for administrators (18.4%, f=53) was in the above 23 years.

Table 3

Work Experience

School Position	Years of Experience										23
	0-5		6-10		11-17		18-23		Above		
	F	%	F	%	F	%	F	%	F	%	
Administrators	0	0.0	0	0.0	2	.69	17	5.9	53	18.4	
Teachers	3	1.0	14	4.9	32	11.1	32	9.7	22	7.6	
Secretaries	14	4.9	10	3.5	42	14.6	34	11.8	16	5.6	
Total	17	5.9	24	8.4	76	26.5	79	27.5	91	31.7	

School Enrollment

Job assignments of administrators, teachers, and secretaries based on school size is presented in Table 4. School sizes were divided into three groups; small (1-499 students), medium (500-1299 students) and large (1300 students and above). A majority of the sample was in the medium school interval (49.5%, f=142) followed by small school interval (35.9%, f=103) and the large school interval (14.6%, f=42). The highest interval for each group was in the medium school interval; administrators (12.2%, f=35), teachers 17.7%, f=51) and secretaries (19.7%, f=56).

Table 4

School Enrollment

School Position	Small		Medium		Large	
	F	%	F	%	F	%
Administrators	28	9.7	35	12.2	9	3.1
Teachers	35	12.2	51	17.7	12	4.2
Secretaries	40	13.9	56	19.7	21	7.3
Total	103	35.9	142	49.5	42	14.6

Chapter IV

Data Presentation and Analysis

Introduction

This comparative analysis was based on mean differences between and among competency items and on whether or not there exists a significant or non-significant difference. The grand mean was calculated by summing up the mean for each item and dividing by the total number of items. The grand mean score for general office competency items was 4.0669 and 4.1807 for interpersonal competency items. The mean difference was calculated by subtracting each item mean from the grand mean. If a given mean score for a particular general office or interpersonal competency item was greater than the grand mean score for that category then the mean difference was positive. Conversely, if the mean score was less than the grand mean score, the mean difference was negative. The F probability level was used to determine whether or not the null hypotheses should be accepted or rejected. If the F probability level was less than .05, the null hypothesis was accepted and there was not a significant difference. However, if the F probability level was greater than .05, the null hypothesis was rejected and there was a significant difference.

The results with respect to individual competency items are found in Tables 5 through 8.

General Office Competency Items

Item 1: The ability to care for office equipment (calculators typewriters, copy machine, etc.)

On the elementary level, administrators had a positive mean difference (+.1671) on this item while teachers (.2812) and secretaries (.0200) had

negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability level (0.1123) was greater than .05, there was a significant difference on this item within the elementary group.

On the secondary level, administrators once again had a positive mean difference (+.0931) while teachers (-.4157) and secretaries (-.0284) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability level (0.2066) was greater than .05, there was a significant difference on this item within the secondary group.

Item 2: The ability to complete assignments neatly and accurately (within a reasonable time).

On the elementary level, there were positive mean differences for administrators (+.7614), teachers (+.3260) and secretaries (+.4644). This item was important to all elementary personnel. Since the F probability (0.0027) was less than .05, there was not a significant difference on this item within the elementary group.

On the secondary level, there were also positive mean differences for administrators (+.7801), teachers (+.4912) and secretaries (+.5293). This item was important to all secondary personnel. Since the F probability (.1669) was greater than .05, there was a significant difference on this item within the high school group.

Item 3: The ability to prioritize work.

On the elementary level, there were positive mean differences for administrators (+.7842), teachers (+.0938) and secretaries (+.3550). This item was important to all elementary personnel. Since the F probability (0.0000) was not greater than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were positive mean differences for administrators (+.5331), teachers (+.3982) and secretaries (+.2023). This item was important to all groups on the high school level. Since the F probability (0.2066) was greater than .05, there was a significant difference on this item within the high school group.

Item 4: The ability to "file it right and find it".

On the elementary level, there were positive mean differences for administrators (+.7203), teachers (+.4510) and secretaries (+.4800). This item was important to all three groups on the elementary level. Since the F probability (0.0725) was greater than .05, there was a significant difference on this item within the elementary group.

On the secondary level, there were also positive mean differences for administrators (+.5331), teachers (+.6075) and secretaries (+.5667). This item was important to all secondary personnel. Since the F probability (0.8784) was greater than .05, there was a significant difference on this item within the high school group.

Item 5: The ability to supervise and make work distribution
if applicable.

On the elementary level, administrators had a positive mean difference (+.0395) while teachers (-.4240) and secretaries (-.5251) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability level (0.0155) was less than .05, there was not a significant difference on this item within the elementary group.

On the secondary level, there were negative mean differences for administrators (-.1469), teachers (-.4155) and secretaries (-.1246). This item was not important on the high school level. Since the F probability (0.2549) was greater than .05, there was a significant difference on this item within the high school group.

Item 6: The ability to work independently.

On the elementary level, there were positive mean differences for administrators (+.1671), teachers (+.0585) and secretaries (+.4956). This item was important to all three groups on the elementary level. Since the F probability (0.0071) was less than .05, there was not a significant difference on this item within the elementary group.

On the secondary level, there were also positive mean differences for administrators (+.1731), teachers (+.2354) and secretaries (+.3754). This item was important to all three groups on the high school level also. Since the F probability (0.5433) was greater than .05, there was a significant difference on this item within the high school group.

Item 7: Must be dependable.

On the elementary level, there were positive mean differences for administrators (+.8054), teachers (+.5581) and secretaries (+.8394). This item was important to all three groups on the elementary level. Since the F probability (0.0013) was less than .05, there was not a significant difference on this item within the elementary group.

On the secondary level, there were also positive mean differences for administrators (+.8531), teachers (+.4680) and secretaries (+.4331). This item was important to all three groups on the high school level also. Since the F probability (0.1459) was greater than .05, there was a significant difference on this item within the high school group.

Item 8: Must be a good housekeeper.

On the elementary level, there were negative mean differences for administrators (-.2797), teachers (-.6740) and secretaries (-.8638). This item was not important at the elementary level. Since the F probability (0.0093) was less than .05, there was not a significant difference on this item within the elementary group.

On the secondary level, there were also negative mean differences for administrators (-.2669), teachers (-.5553) and secretaries (-.6054). This item was not important at the high school level. Since the F probability (0.3853) was greater than .05, there was a significant difference on this item within the high school group.

Item 9: Ability to be a good listener.

On the elementary level, there were positive mean differences for administrators (+.2735), teachers (+.1117) and secretaries (+.1519). This item was important to all three groups at the elementary level. Since the F probability (0.5694) was greater than .05, there was a significant difference on this item within the elementary group.

On the high school level, administrators had a positive mean difference (+.2931), while teachers (-.0902) and secretaries (-.1054) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.1148) was greater than .05, there was a significant difference on this item within the high school group.

Item 10: The ability to recognize and identify frequent callers
and visitors.

On the elementary level, administrators had a positive mean difference (+.2097), while teachers (-.0669) and secretaries (-.2993) had

negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0199) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were negative mean differences for administrators (-.0269), teachers (-.2529) and secretaries (-.0507). This item was not important to either group on the high school level. Since the F probability (0.5970) was greater than .05, there was a significant difference on this item within the high school group.

Item 11: Ability to handle and make proper disposal of confidential information (written and oral).

On the elementary level, there were positive mean differences for administrators (+.6565), teachers (+.4688) and secretaries (+.4175). This item was important to all groups on the elementary level. Since the F probability (0.1865) was greater than .05, there was a significant difference on this item within the elementary group.

On the high school level, administrators (+.6131) and teachers (+.5378) had positive mean differences while secretaries (-.1246) had negative mean differences. This item was important to administrators and teachers but less important to secretaries. Since the F probability (0.1409) was greater than .05, there was a significant difference on this item within the high school group.

Item 12: Ability to understand and follow instructions (written and oral).

On the elementary level, there were positive mean differences for administrators (+.7416), teachers (+.3438) and secretaries (+.5269). This item was important to all groups on the elementary level. Since the

F probability (0.0049) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were positive mean differences for administrators (+.6131) and teachers (+.6276) but a negative mean difference for secretaries (-.1054). This item was important to administrators and teachers but less important to secretaries. Since the F probability (0.5354) was greater than .05, there was a significant difference on this item within the high school group.

Item 13: Ability to type at a high rate of speed with accuracy
(50 correct words per minute or more).

On the elementary level, there were negative mean differences for administrators (-.3435), teachers (-.5848) and secretaries (-.4106). This item was not important to either group at the elementary level. Since the F probability (0.4956) was greater than .05, there was a significant difference on this item within the elementary school group.

On the high school level, there were also negative mean differences for administrators (-.1469), teachers (-.2297) and secretaries (-.3361). This item was not important to either group on the high school level. Since the F probability (0.6998) was greater than .05, there was a significant difference on this item within the high school group.

Item 14: Ability to use a dictaphone.

On the elementary level, there were negative mean differences for administrators (-1.8329), teachers (-1.4062) and secretaries (-2.2231). This item was not important to either group at the elementary level. Since the F probability (0.0001) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also negative mean differences for administrators (-1.3469), teachers (-1.2064) and secretaries (-2.0284). This item was not important to either group at the high school level. Since the F probability (0.0006) was less than .05, there was not a significant difference on this item within the high school group.

Item 15: Ability to take shorthand and satisfactorily transcribe it.

On the elementary level, there were negative mean differences for administrators (-1.3860), teachers (-1.2812) and secretaries (-1.9888). This item was not important to either group at the elementary level. Since the F probability (0.0014) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also negative mean differences for administrators (-1.0669), teachers (-.8809) and secretaries (-1.6246). This item was not important to either group at the high school level. Since the F probability (0.0096) was less than .05, there was not a significant difference on this item within the high school group.

Item 16: Must have considerable knowledge of English, spelling and arithmetic.

On the elementary level, there were positive mean differences for administrators (+.3799), teachers (+.0760) and secretaries (+.1831). This item was important to all groups on the elementary level. Since the F probability (0.1333) was greater than .05, there was a significant difference on this item within the elementary group.

On the high school level, there were also positive mean differences for administrators (+.1331), teachers (+.3750) and secretaries (+.1831). This item was important to all groups on the high school level. Since

the F probability (0.3904) was greater than .05, there was a significant difference on this item within the high school group.

Item 17: Ability to effectively communicate job-related information.

On the elementary level, there were positive mean differences for administrators (+.2948), teachers (+.1295) and secretaries (+.2769). This item was important to all groups on the elementary level. Since the F probability (0.3804) was greater than .05, there was a significant difference on this item within the elementary group.

On the high school level, there were also positive mean differences for administrators (+.0931), teachers (+.2122) and secretaries (+.2408). This item was important to all groups on the high school level also. Since the F probability (0.3804) was greater than .05, there was a significant difference on this item within the high school group.

Item 18: Ability to keep accurate financial records.

On the elementary level, there were positive mean differences for administrators (+.6565), teachers (+.0938) and secretaries (+.3862). This item was important to all groups on the elementary level. Since the F probability (0.0010) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also positive mean differences for administrators (+.3731), teachers (+.0261) and secretaries (+.0687). This item was important to all groups on the high school level. Since the F probability (0.4232) is greater than .05, there was a significant difference on this item within the high school group.

Item 19: Must be loyal to the school administrator.

On the elementary level, administrators (+.7203) and secretaries (+.3237) had positive mean differences while teachers (-.0133) had a

negative mean difference. This item was important to administrators and secretaries but less important to teachers. Since the F probability (0.0136) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.0531) had a positive mean difference while teachers (-.3460) and secretaries (-.0861) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.2487) was greater than .05, there was a significant difference on this item within the high school group.

Item 21: The ability to give material support and aid to teachers.

On the elementary level, administrators (+.1671) had a positive mean difference while teachers (-.1740) and secretaries (-.1294) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.1000) was greater than .05, there was a significant difference on this item within the elementary school group.

On the high school level, there were negative mean differences for administrators (-.1869), teachers (-.0902) and secretaries (-.3938). This item was not important to either group at the high school level. Since the F probability (0.2663) was greater than .05, there was a significant difference on this item within the high school group.

Item 22: Must have a good knowledge of the community which is served by the school.

On the elementary level, there were negative mean differences for administrators (-.0669), teachers (-.7555) and secretaries (-.3950). This item was not important to either group at the elementary level. Since

the F probability (0.0006) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also negative mean differences for administrators (-.6669), teachers (-.07413) and secretaries (-.8554). This item was not important to either group at the high school level. Since the F probability (0.6516) was greater than .05, there was a significant difference on this item within the high school group.

Item 23: Ability to take and relay message accurately.

On the elementary level, there were positive mean differences for administrators (+.7842), teachers (+.4310) and secretaries (+.4644). This item was important to each group at the elementary level. Since the F probability (0.0045) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also positive mean differences for administrators (+.6131), teachers (+.6540) and secretaries (+.4523). This item was important to each group on the high school level. Since the F probability (0.2275) was greater than .05, there was significant difference on this item within the high school group.

Interpersonal Competency Items

Item 1: Effective telephone etiquette.

On the elementary level, there were positive mean differences for administrators (+.6704), teachers (+.1943) and secretaries (+.2412). This item was important to each group on the elementary level. Since the F probability (0.0005) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also positive mean differences for administrators (+.5393), teachers (+.4240) and secretaries (+.3001).

This item was important to each group on the high school level. Since the F probability (0.4288) was greater than .05, there was a significant difference on this item within the high school group.

Item 2: Effective reception of visitors.

On the elementary level, there were positive mean differences for administrators (+.6704), teachers (+.1407) and secretaries (+.2412). This item was important to each group at the elementary level. Since the F probability (0.0005) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also positive mean differences for administrators (+.5838), teachers (+.3077) and secretaries (+.3001). This item was important to each group on the high school level. Since the F probability (0.2411) was greater than .05, there was a significant difference on this item within the high school group.

Item 3: Effective working relationship with co-workers.

On the elementary level, there were positive mean differences for administrators (+.4150) and secretaries (+.1631) but a negative mean difference for teachers (-.0381). This item was important to administrators and secretaries but less important to teachers. Since the F probability (0.0033) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were positive mean differences for administrators (+.0993) and teachers (+.0053) however, there was a negative mean difference for secretaries (-.0076). This item was important to administrators and teachers but less important to secretaries. Since the F probability (0.8441) was greater than .05, there was a significant difference on this item within the high school group.

Item 4: Effective resolution of difficult or sensitive matters.

On the elementary level, there was a positive mean difference for administrators (+.1384) but teachers (-.4307) and secretaries (-.0244) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0010) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were negative mean differences for administrators (-.1407), teachers (-.1109) and secretaries (-.2576). This item was not important to either group on the high school level. Since the F probability (0.6646) was greater than .05, there was a significant difference on this item within the high school group.

Item 5: Must love work and be willing to render services beyond call of duty.

On the elementary level, there were negative mean differences for administrators (-.0530), teachers (-.9843) and secretaries (-.2588). This item was not important to either group on the elementary level. Since the F probability (0.000) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were also negative mean differences for administrators (-.3407), teachers (-.7621) and secretaries (-.6615). This item was not important to either group on the high school level. Since the F probability (0.2560) was greater than .05, there was a significant difference on this item within the high school group.

Item 6: Must be adaptable to change.

On the elementary level, administrators (+.0533) had a positive mean difference while teachers (-.4128) and secretaries (-.1026) had negative mean differences. This item was important to administrators but less

important to teachers and secretaries. Since the F probability (0.0063) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.0993) had a positive mean difference while teachers (-.2040) and secretaries (-.2769) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.1576) was greater than .05, there was a significant difference on this item within the high school group.

Item 7: Must have cooperative attitude.

On the elementary level, administrators (+.4576) and secretaries (+.1006) had positive mean differences while teachers (-.1271) had a negative mean difference. This item was important to administrators and secretaries but less important to teachers. Since the F probability (0.0002) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.2593) and teachers (+.2146) had positive mean differences while secretaries (-.0845) had a negative mean difference. This item was important to administrators and teachers but less important to secretaries. Since the F probability (0.1156) was greater than .05, there was a significant difference on this item within the high school group.

Item 8: Must have high work enthusiasm.

On the elementary level, there were negative mean differences for administrators (-.0105), teachers (-.5736) and secretaries (-.1651). This item was not important to either group on the elementary level. Since the F probability (0.0017) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.0993) had a positive mean difference while teachers (-.3202) and secretaries (-.3922) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.522) was greater than .05, there was a significant difference on this item within the high school group.

Item 9: Must have good attendance and punctuality.

On the elementary level, administrators (+.5640) and secretaries (+.1474) had positive mean differences while teachers (-.1093) had a negative mean difference. This item was important to administrators and secretaries but less important to teachers. Since F probability (0.000) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were positive mean differences for administrators (+.4993), teachers (+.2379) and secretaries (+.0308). This item was important to all groups at the high school level. Since the F probability (0.0226) was less than .05, there was not a significant difference on this item within the high school group.

Item 10: Must have good grooming habits.

On the elementary level, administrators (+.1810) a positive mean difference while teachers (-.2878) and secretaries (-.0401) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0082) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.2593) had a positive mean difference while teachers (-.1109) and secretaries (-.1615) had

negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (.0788) was greater than .05, there was a significant difference on this item within the high school group.

Item 11: Must have a pleasing personal appearance.

On the elementary level, administrators (+.0959) had a positive mean difference while teachers (-.3057) and secretaries (-.1497) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0752) was greater than .05, there was a significant difference on this item within the elementary group.

On the high school level, administrators (+.2593) had a positive mean difference while teachers (-.2737) and secretaries (-.2384) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0228) was less than .05, there was not a significant difference on this item within the high school group.

Item 12: Must have high initiative.

On the elementary level, administrators (+.0948) had a positive mean difference while teachers (-.4664) and secretaries (-.1338) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0016) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.0193) had a positive mean difference while teachers (-.2505) and secretaries (-.2192) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability

(0.3781) was greater than .05, there was a significant difference on this item within the high school group.

Item 13: Must have the ability to act calmly and maturely in situations involving stress.

On the elementary level, administrators (+.3725) and secretaries (+.1318) had positive mean differences while teachers (-.1271) had a negative mean difference. This item was important to administrators and secretaries but less important to teachers. Since the F probability (0.0024) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.2593) and teachers (+.2612) had positive mean differences while secretaries (-.0461) had a negative mean difference. This item was important to administrators and teachers but less important to secretaries. Since the F probability (0.0865) was greater than .05, there was a significant difference on this item within the high school group.

Item 14: Willingness to conform to rules and regulations of the school.

On the elementary level, administrators (+.4789) and secretaries (+.0537) had positive mean differences while teachers (-.1986) had a negative mean difference. This item was important to administrators and secretaries but less important to teachers. Since the F probability (0.0000) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were positive mean differences for administrators (+.4993), teachers (+.0519) and secretaries (+.0693). This item was important to all groups on the high school level. Since

the F probability (0.0431) was less than .05, there was not a significant difference on this item within the high school group.

Item 15: Must have a pleasing voice and personality.

On the elementary level, administrators (+.1810) and secretaries (+.7974) had positive mean differences while teachers (-.2343) had a negative mean difference. This item was important to administrators and secretaries but less important to teachers. Since the F probability (0.0265) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were negative mean differences for administrators (-.0207), teachers (-.2272) and secretaries (-.1807). This item was not important to either group on the high school level. Since the F probability (0.6199) was greater than .05, there was a significant difference on this item within the high school group.

Item 16: Must have the ability to work with people of all ages,
races and socio-economic levels.

On the elementary level, administrators (+.5214) and secretaries (+.1787) had positive mean differences while teachers (-.0914) had a negative mean difference. This item was important to administrators and secretaries but less important to teachers. Since the F probability (0.0001) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (+.1793) and teachers (+.2146) had positive mean differences while secretaries (-.0307) had a negative mean difference. This item was important to administrators and teachers but less important to secretaries. Since the F probability (0.6309) was greater than .05, there was a significant difference on this

item within the high school group.

Item 17: Must have good physical and emotional health.

On the elementary level, administrators (+.3299) had a positive mean difference while teachers (-.3771) and secretaries (-.2286) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0000) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, administrators (-.1007) and secretaries (-.2769) had negative mean differences while teachers (+.0286) had a positive mean difference. This item was important to teachers but less important to administrators and secretaries. Since the F probability (0.1909) was greater than .05, there was a significant difference on this item within the high school group.

Item 18: Must project optimism and good humor.

On the elementary level, administrators (+.0108) had a positive mean difference while teachers (-.7521) and secretaries (-.3682) had negative mean differences. This item was important to administrators but less important to teachers and secretaries. Since the F probability (0.0006) was less than .05, there was not a significant difference on this item within the elementary group.

On the high school level, there were negative mean differences for administrators (-.2207), teachers (-.2970) and secretaries (-.4176). This item was not important to either group on the high school level. Since the F probability (0.3682) was greater than .05, there was a significant difference on this item within the high school group.

TABLE 5

COMPARISON OF ELEMENTARY SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON THE INDIVIDUAL GENERAL OFFICE COMPETENCY ITEMS

(Grand mean = 4.0669)

Competencies	Elementary School Administrators N=47			Elementary School Teachers N=56			Elementary School Secretaries N=64			F- Ratio	F- Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
1. The ability to care for office equipment (calculators, typewriters, xerox, etc.)	4.2340	+.1671	1.1270	3.7857	-.2812	1.0395	4.0469	-.0200	1.1045	2.216	0.1123
2. The ability to complete assignments neatly and accurately (within reasonable time).	4.8085	+.7416	0.4591	4.3929	+.3260	0.7053	4.5313	+.4644	0.5901	6.117	0.0027
3. The ability to prioritize work assignments.	4.8511	+.7842	0.4159	4.1607	+.0938	0.6816	4.4219	+.3550	0.8874	12.127	0.0000
4. The ability to "file it right and find it."	4.7872	+.7203	0.5080	4.5179	+.4510	0.6873	4.5469	+.4800	0.6884	2.667	0.0725
5. The ability to supervise and make work distribution if applicable.	4.1604	+.0395	0.8401	3.6429	-.4240	0.7490	3.9688	-.5251	0.9080	4.273	0.0155
6. The ability to work independently.	4.2340	+.1671	0.9374	4.1254	+.0585	0.7643	4.5625	+.4956	0.6637	5.100	0.0071
7. Must be dependable.	4.8723	+.8054	0.3966	4.6250	+.5581	0.5580	4.9063	+.8394	0.3436	6.918	0.0013
8. Must be a good housekeeper.	3.7872	-.2797	0.8581	3.3929	-.6740	1.0733	3.2031	-.8638	0.9949	4.814	0.0093
9. Ability to be a good listener.	4.3404	+.2735	0.7306	4.1786	+.1117	0.8335	4.2188	+.1519	0.8061	0.565	0.5694
0. The ability to recognize and identify frequent callers and visitors.	4.2766	+.2097	0.7995	4.0000	-.0669	0.8944	3.7656	-.2993	1.0652	4.011	0.0199
1. Ability to handle and make proper disclosure of confidential information (written or oral).	4.7234	+.6565	0.5398	4.5357	+.4688	0.6866	4.4844	+.4175	0.7967	1.697	0.1865
2. Ability to understand and follow instructions (written or oral).	4.8085	+.7416	0.3977	4.4107	+.3438	0.7811	4.5938	+.5269	0.5555	5.502	0.0049

.D. = Mean Difference (Competency Mean Minus Grand Mean)

.D. = Standard Deviation

TABLE 5 (CONT'D)

COMPARISON OF ELEMENTARY SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON THE INDIVIDUAL GENERAL OFFICE COMPETENCY ITEMS

(Grand mean = 4.0669)

Competencies	Elementary School Administrators N=47			Elementary School Teachers N=56			Elementary School Secretaries N=64			F- Ratio	F- Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
13. Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).	3.7234	-.3435	0.9487	3.4821	-.5848	1.1907	3.6563	-.4106	1.0723	0.705	0.4956
14. Ability to use a dictaphone.	2.2340	-1.8329	0.8651	2.6607	-1.4062	1.0831	1.8438	-2.2231	1.0423	9.765	0.0001
15. Ability to take shorthand and satisfactorily transcribe it.	2.6809	-1.3860	1.0856	2.7857	-1.2812	1.2608	2.0781	-1.9888	1.0436	6.810	0.0014
16. Must have considerable knowledge of English, spelling and arithmetic.	4.4468	+.3799	0.6855	4.1429	+.0760	0.7490	4.2500	+.1831	0.8357	2.040	0.1333
17. Ability to effectively communicate job-related information.	4.3617	+.2948	0.6052	4.1964	+.1295	0.6986	4.3438	+.2769	0.7175	0.972	0.3804
18. Ability to keep accurate financial records.	4.7234	+.6565	0.5398	4.1607	+.0938	0.8692	4.4531	+.3862	0.7752	7.192	0.0010
19. Must be loyal to the school administrator.	4.7872	+.7203	0.4633	4.0536	-.0133	0.9029	4.3906	+.3237	0.7688	12.267	0.0000
20. The ability to make decisions based upon board policy.	4.1489	+.0820	0.8841	3.8214	-.2455	0.7412	4.2500	+.1831	0.8265	4.409	0.0136
21. The ability to give material support and aid to teachers.	4.2340	+.1671	0.9374	3.8929	-.1740	0.7788	3.9375	-.1294	0.8706	2.336	0.1000
22. Must have a good knowledge of the community which is served by the school.	4.0000	-.0669	0.8076	3.3114	-.7555	0.7653	3.6719	-.3950	0.0088	7.680	0.0005
23. Ability to take and relay messages accurately.	4.8511	+.7842	0.4159	4.500	+.4310	0.6606	4.5313	+.4644	0.6164	5.584	0.0045

TABLE 6

COMPARISON OF HIGH SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON INDIVIDUAL GENERAL OFFICE COMPETENCY ITEMS

(Grand mean = 4.0669)

Competencies	High School Administrators N=25			High School Teachers N=43			High School Secretaries N=52			F- Ratio	F- Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
1. The ability to care for office equipment (calculators, typewriters, xerox, etc.)	4.1600	+.0931	1.2138	3.6512	-.4157	1.5100	4.0385	-.0284	1.1019	1.598	0.2066
2. The ability to complete assignments neatly and accurately (within reasonable time).	4.8400	+.7801	0.4726	4.5581	+.4912	0.7336	4.5962	+.5293	0.5691	1.818	0.1669
3. The ability to prioritize work assignments.	4.6000	+.5331	0.5773	4.4651	+.3982	0.7973	4.2692	+.2023	0.7440	1.918	0.1515
4. The ability to "file it right and find it."	4.6000	+.5331	0.5000	4.6744	+.6075	0.6444	4.6346	+.5677	0.5950	0.130	0.8784
5. The ability to supervise and make work distribution if applicable.	3.9200	-.1469	0.7024	3.6514	-.4155	0.9731	3.9423	-.1246	0.9164	1.383	0.2549
6. The ability to work independently.	4.2400	+.1731	1.0909	4.3023	+.2354	0.8319	4.4423	+.3754	0.6690	0.613	0.5433
7. Must be dependable.	4.9200	+.8531	0.2769	4.5349	+.4680	1.0544	4.5000	+.4331	0.9802	1.957	0.1459
8. Must be a good housekeeper.	3.8000	-.2669	0.9129	3.5116	-.5553	1.0321	3.4615	-.6054	1.0749	0.962	0.3853
9. Ability to be a good listener.	4.3600	+.2931	0.7000	3.9767	-.0902	0.8588	3.9615	-.1054	0.8623	2.205	0.1148
0. The ability to recognize and identify frequent callers and visitors.	4.0400	-.0269	0.9345	3.8140	-.2529	0.8239	3.8269	-.0507	1.0043	0.552	0.5770
1. Ability to handle and make proper disposition of confidential information (written or oral).	4.6800	+.6131	0.6272	4.6047	+.5378	0.6949	4.3462	-.1246	0.9264	1.003	0.1409
2. Ability to understand and follow instructions (written and oral).	4.6800	+.6131	0.4761	4.6977	+.6278	0.5990	4.5577	-.1054	0.7518	0.628	0.5354

M.D. = Mean Difference (Competency Mean Minus Grand Mean)

S.D. = Standard Deviation

TABLE 6 (CONT'D)

COMPARISON OF HIGH SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON INDIVIDUAL GENERAL OFFICE COMPETENCY ITEMS

(Grand mean = 4.0669)

Competencies	High School Administrators N=25			High School Teachers N=43			High School Secretaries N=52			F-Ratio	F-Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
13. Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).	3.9200	-.1469	1.1874	3.8372	-.2297	0.9494	3.7308	-.3361	0.8429	0.358	0.6998
14. Ability to use a dictaphone.	2.7200	-1.3469	1.0614	2.8605	-1.2064	1.0597	2.0385	-2.0284	1.0657	7.881	0.0006
15. Ability to take shorthand and satisfactorily transcribe it.	3.0000	-1.0669	1.3540	3.1860	-.8809	1.0523	2.4423	-1.6246	1.2432	4.932	0.0096
16. Must have considerable knowledge of English, spelling and arithmetic.	4.2000	+.1331	0.9129	4.4419	+.3750	0.6656	4.2500	+.1831	0.8603	0.948	0.3904
17. Ability to effectively communicate job-related information.	4.1600	+.0931	0.8000	4.2791	+.2122	0.7966	4.3077	+.2408	0.7551	0.311	0.7330
18. Ability to keep accurate financial records.	4.4400	+.3731	0.8699	4.1163	+.0494	1.0513	4.2500	+.1831	0.9676	0.866	0.4232
19. Must be loyal to the school administrator.	4.4600	+.3931	0.5686	4.0930	+.0261	0.9465	4.1346	+.0687	0.9707	3.430	0.0357
20. The ability to make decisions based upon board policy.	4.1200	+.0531	0.9713	3.7209	-.3460	1.1196	3.9808	-.0861	0.9391	1.408	0.2487
21. The ability to give material support and aid to teachers.	3.8800	-.1869	0.9274	3.9767	-.0902	0.8588	3.6731	-.3938	0.9645	1.338	0.2663
22. Must have a good knowledge of the community which is served by the school.	3.4000	-.6669	0.8660	3.3256	-0.7413	0.9186	3.2115	-.8554	0.8708	0.430	0.6516
23. Ability to take and relay messages accurately.	4.6800	+.6131	0.4761	4.7209	+.6540	0.5488	4.5192	+.4523	0.6713	1.499	0.2275

TABLE 7

COMPARISON OF ELEMENTARY SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON INDIVIDUAL INTERPERSONAL COMPETENCY ITEMS

(Grand mean = 4.1807)

Competencies	Elementary School Administrators N=47			Elementary School Teachers N=56			Elementary School Secretaries N=64			F-Ratio	F-Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
1. Effective telephone etiquette.	4.8511	+.6704	0.3599	4.3750	+.1943	0.6759	4.4219	+.2412	0.7929	8.047	0.0005
2. Effective reception of visitors.	4.8511	+.6704	0.3599	4.3214	+.1407	0.6904	4.4219	+.2412	0.8874	7.977	0.0005
3. Effective working relationship with co-workers.	4.5957	+.4150	0.5771	4.1429	-.0381	0.6988	4.3438	+.1631	0.6951	5.920	0.0033
4. Effective resolution of difficult or sensitive matters.	4.3191	+.1384	0.6949	3.7500	-.4307	0.7920	4.1563	-.0244	0.8585	7.354	0.0010
5. Must love work and be willing to render services beyond the call of duty.	4.1277	-.0530	0.7694	3.1964	-.9843	0.9802	3.9219	-.2588	0.9808	14.994	0.0000
6. Must be adaptable to change.	4.2340	+.0533	0.6982	3.7679	-.4128	0.7860	4.0781	-.1026	0.7623	5.227	0.0063
7. Must have cooperative attitude.	4.6383	+.4576	0.6402	4.0536	-.1271	0.7241	4.2813	+.1006	0.7231	8.947	0.0002
8. Must have high work enthusiasm.	4.1702	-.0105	0.7015	3.6071	-.5736	0.8671	4.0156	-.1651	0.8636	6.656	0.0017
9. Must have good attendance and punctuality.	4.7447	+.5640	0.4408	4.0714	-.1093	0.8709	4.3281	+.1474	0.7778	10.794	0.0000
0. Must have good grooming habits.	4.3617	+.1810	0.6402	3.8929	-.2878	0.7788	4.1406	-.0401	0.8139	4.943	0.0082
1. Must have pleasing personal appearance.	4.2766	+.0959	0.8773	3.8750	-.3057	0.9354	4.0313	-.1497	0.8539	2.628	0.0752
2. Must have high initiative.	4.2755	+.0948	0.6495	3.7143	-.4664	0.8249	4.0469	-.1338	0.8438	6.699	0.0016
3. Must have the ability to act calmly and maturely in situations involving stress.	4.5532	+.3725	0.5827	4.0536	-.1271	0.8617	4.3125	+.1318	0.6637	6.248	0.0024

M.D. = Mean Difference (Competency Mean Minus Grand Mean)

S.D. = Standard Deviation

TABLE 7 (CONT'D)

COMPARISON OF ELEMENTARY SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON INDIVIDUAL INTERPERSONAL COMPETENCY ITEMS

(Grand mean = 4.1807)

Competencies	Elementary School Administrators N=47			Elementary School Teachers N=56			Elementary School Secretaries N=64			F- Ratio	F- Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
14. Willingness to conform to rules and regulations of the school.	4.6596	+.4789	0.5625	3.9821	-.1986	0.8200	4.2344	+.0537	0.6505	11.171	0.0000
15. Must have a pleasing voice and personality.	4.3617	+.1810	0.7350	3.9464	-.2343	0.7727	4.9781	+.7974	0.8224	3.711	0.0265
16. Must have the ability to work with people of all ages, races, and socio-economic levels.	4.7021	+.5214	0.5483	4.0893	-.0914	0.7698	4.3594	+.1787	0.7425	9.706	0.0001
17. Must have good physical and emotional health.	4.5106	+.3294	0.5466	3.8036	-.3771	0.8403	3.9521	-.2286	0.8248	11.992	0.0000
18. Must project optimism and good humor.	4.1915	+.0108	0.8246	3.4286	-.7521	1.0065	3.8125	-.3682	1.0672	7.709	0.0006

TABLE 8

COMPARISON OF HIGH SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON INDIVIDUAL INTERPERSONAL COMPETENCY ITEMS

(Grand mean = 4.1807)

Competencies	High School Administrators N=25			High School Teachers N=43			High School Secretaries N=52			F- Ratio	F- Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
1. Effective telephone etiquette.	4.7200	+.5393	0.5416	4.6047	+.4240	0.9294	4.4808	+.3001	0.7273	0.853	0.4288
2. Effective reception of visitors.	4.7200	+.5393	0.4583	4.4884	+.3077	0.5925	4.4808	+.3001	0.6999	1.440	0.2411
3. Effective working relationship with co-workers.	4.2890	+.0993	0.7371	4.1860	+.0053	0.7639	4.1731	-.0076	0.8098	0.170	0.8441
4. Effective resolution of difficult or sensitive matters.	4.0400	-.1407	0.7895	4.0698	-.1109	0.8279	3.9231	-.2576	0.8366	0.410	0.6646
5. Must love work and be willing to render services beyond the call of duty.	3.8400	-.3407	0.8505	3.4186	-.7621	0.9816	3.5192	-.6615	1.1288	1.379	0.2560
6. Must be adaptable to change.	4.2800	+.0993	0.7371	3.9767	-.2040	0.8306	3.9038	-.2769	0.8227	1.877	0.1576
7. Must have cooperative attitude.	4.4400	+.2593	0.5831	4.3953	+.2146	0.6949	4.0962	-.0845	0.9953	2.198	0.1156
8. Must have high work enthusiasm.	4.2800	+.0993	0.5416	3.8605	-.3202	0.9150	3.7885	-.3922	0.8930	3.029	0.522
9. Must have good attendance and punctuality.	4.6800	+.4993	0.4761	4.4186	+.2379	0.7314	4.2115	+.0308	0.7498	3.917	0.0226
10. Must have good grooming habits.	4.4400	+.2593	0.6506	4.0698	-.1109	0.8279	4.0192	-.1615	0.8042	2.597	0.0788
11. Must have pleasing personal appearance.	4.4400	+.2593	0.6506	3.9070	-.2737	0.9465	3.9423	-.2384	0.775	3.908	0.0228
12. Must have high initiative.	4.2000	+.0193	0.6455	3.9302	-.2505	0.9359	3.9615	-.2192	0.7660	0.981	0.3781
13. Must have the ability to act calmly and maturely in situations involving stress.	4.4400	+.2593	0.6506	4.4419	+.2612	0.7004	4.1346	-.0461	0.8172	2.499	0.0865

D. = Mean Difference (Competency Mean Minus Grand Mean)

D. = Standard Deviation

TABLE 8 (CONT'D)

COMPARISON OF HIGH SCHOOL ADMINISTRATORS, TEACHERS, AND SECRETARIES ON INDIVIDUAL INTERPERSONAL COMPETENCY ITEMS

(Grand mean = 4.1807)

Competencies	High School Administrators N=25			High School Teachers N=43			High School Secretaries N=52			F- Ratio	F- Probability
	Mean	M.D.	S.D.	Mean	M.D.	S.D.	Mean	M.D.	S.D.		
4. Willingness to conform to rules and regulations of the school.	4.6800	+.4993	0.4761	4.2326	+.0519	0.8684	4.2500	+.0693	0.7890	3.230	0.0431
5. Must have a pleasing voice and personality.	4.1600	-.0207	0.8505	3.9535	-.02272	0.8716	4.0000	-.1807	0.8402	0.480	0.6199
6. Must have the ability to work with people of all ages, races, and socio-economic levels.	4.3600	+.1793	0.6377	4.3953	+.2146	0.7603	4.1500	-.0307	0.8135	0.463	0.6309
7. Must have good physical and emotional health.	4.0800	-.1007	0.7594	4.2093	+.0286	0.8035	3.9038	-.2769	0.8462	1.680	0.1909
8. Must project optimism and good humor.	3.9600	-.2207	0.6758	3.8837	-.2970	0.9564	3.7631	-.4176	1.0237	1.0008	0.3682

Table Of Competency Ranks Based Upon Mean Scores

The data in Tables 9 and 10 with regard to general office and interpersonal competency ranks respectively, reflect the perceptions of the respondents as to their beliefs about the necessity of each item as a necessary competency for school secretaries. The general office competencies are ranked from a high one (1) to a low twenty-three (23) while the interpersonal competencies are ranked from a high one (1) to a low eighteen (18). Both general office and interpersonal competencies were based upon mean scores.

Table of Competency Ranks Based Upon Mean Scores

General Office Competencies	Elementary School			High School		
	ESA	EST	ESS	HSA	HST	HSS
1. The ability to care for office equipment (calculators, typewriters, xerox, etc.)	15	17	15	13.5	19	13
2. The ability to complete assignments neatly and accurately (within reasonable time).	4.5	6	5.5	2	5	2
3. The ability to prioritize work assignments.	2.5	9.5	9	6.5	7	9
4. The ability to "file it right and find it."	6.5	3	4	6.5	3	1
5. The ability to supervise and make work distribution if applicable.	17	18	16	17.5	18	16
6. The ability to work independently.	15	12	3	11	9	6
7. Must be dependable.	1	1	1	1	6	5
8. Must be a good housekeeper.	20	20	21	20	20	20
9. Must be a good listener.	12	8	14	10	13.5	15

ESA = Elementary School Administrator

EST = Elementary School Teacher

ESS = Elementary School Secretary

HSA = High School Administrator

HST = High School Teacher

HSS = High School Secretary

In cases in which one or more items had identical mean scores, the average of the ranks of the items involved was used as the ranks for each of these items.

Table of Competency Ranks Based Upon Mean Scores

General Office Competencies	Elementary School			High School		
	ESA	EST	ESS	HSA	HST	HSS
10. The ability to recognize and identify frequent callers and visitors.	13	14	18	16	16	17
11. Ability to handle and make proper disposal of confidential information (written or oral).	8.5	2	7	4	4	7
12. Ability to understand and follow instructions (written and oral).	4.5	5	2	4	2	3
13. Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).	21	19	20	17.5	15	18
14. Ability to use a dictaphone.	23	23	23	23	23	23
15. Ability to take shorthand and satisfactorily transcribe it.	22	22	22	22	22	22
16. Must have considerable knowledge of English, spelling and arithmetic.	10	11	12.5	12	8	10.5
17. Ability to effectively communicate job-related information	11	7	11	13.5	10	8
18. Ability to keep accurate financial records.	8.5	9.5	8	9	11	10.5
19. Must be loyal to the school administrator.	6.5	13	10	8	12	12
20. The ability to make decisions based upon board policy.	18	16	12.5	15	17	14

Table of Competency Ranks Based Upon Mean Scores

General Office Competencies	Elementary School			High School		
	ESA	EST	ESS	HSA	HST	HSS
21. The ability to give material support and aid to teachers.	15	15	17	19	13.5	19
22. Must have a good knowledge of the community which is served by the school.	19	21	19	21	21	21
23. Ability to take and relay messages accurately.	2.5	4	5.5	4	1	4

Table of Competency Ranks Based Upon Mean Scores

Interpersonal Competency Items	Elementary School			High School		
	ESA	EST	ESS	HSA	HST	HSS
1. Effective telephone etiquette.	1.5	1	2.5	1.5	1	1.5
2. Effective reception of visitors.	1.5	2	2.5	1.5	2	1.5
3. Effective working relationship with co-workers.	7	3	5	10	9	5
4. Effective resolution of difficult or sensitive matters.	12	14	10	16	10.5	13
5. Must love work and be willing to render services beyond the call of duty.	18	18	17	18	18	18
6. Must be adaptable to change.	15	13	12	11.5	12	14.5
7. Must have cooperative attitude.	6	6.5	8	6.5	5.5	8
8. Must have high work enthusiasm.	17	16	15	11.5	17	16
9. Must have good attendance and punctuality.	3	5	6	3.5	4	4
10. Must have good grooming habits.	10.5	10	11	6.5	10.5	9
11. Must have pleasing personal appearance.	13	11	14	6.5	15	12

ESA = Elementary School Administrator

EST = Elementary School Teacher

ESS = Elementary School Secretary

HSA = High School Administrator

HST = High School Teacher

HSS = High School Secretary

In cases in which one or more items had identical mean scores, the average of the ranks of the items involved was used as the ranks for each of these items.

Table of Competency Ranks Based Upon Mean Scores

Interpersonal Competency Items	Elementary School			High School		
	ESA	EST	ESS	HSA	HST	HSS
12. Must have high initiative	14	15	13	13	14	11
13. Must have the ability to act calmly and maturely in situations involving stress.	8	6.5	7	6.5	3	7
14. Willingness to conform to rules and regulations of the school.	5	8	9	3.5	7	3
15. Must have a pleasing voice and personality.	10.5	9	1	14	13	10
16. Must have the ability to work with people of all ages, races, and socio-economic levels.	4	4	4	9	5.5	6
17. Must have good physical and emotional health.	9	12	16	15	8	14.5
18. Must project optimism and good humor.	16	17	18	17	16	17

The Three Highest Ranked General Office and Interpersonal Competencies Elementary Level

The three highest ranked competencies were determined by using the highest mean scores. In the general office category, administrators, teachers and secretaries rated must be dependable as the number one (1) competency. Administrators rated the ability to prioritize work assignments as number two (2) and the ability to take and relay messages accurately was rated number three (3). Teachers rated the ability to handle and make proper disposal of information (written and oral) as the number two (2) competency and the ability to file it right and find it as number three (3). Secretaries, on the other hand rated the ability to understand and follow instructions (written and oral) number two (2) and the ability to work independently number three (3). The data with reference to the three highest ranked general office competency items on the elementary level are found in Table 11.

In the interpersonal office category, two of the three items were rated the same by two groups. Those two items were effective telephone etiquette and effective reception of visitors. Administrators and teachers rated those items as numbers one (1) and two (2) respectively. Secretaries rated those two items as numbers two (2) and three (3) respectively. Administrators rated must have good attendance and punctuality number three (3), while teachers rated effective working relationship with co-workers number three (3). On the other hand, secretaries rated must have a pleasing voice and personality number one (1). The data with respect to the three highest ranked interpersonal competencies on the elementary level are found in Table 12.

The Three Highest Ranked General Office and Interpersonal Competencies High School Level

In the general office category, administrators rated must be dependable number one (1). The ability to complete assignments neatly and accurately (within reasonable time) was rated number two (2) by administrators and secretaries. The ability to handle and make proper disposal of information (written and oral) was the number three (3) item for administrators. Teachers, on the other hand, rated the ability to take and relay messages accurately number one (1). The ability to understand and follow instructions (written and oral) was rated number two (2) and the ability to file it right and find it was rated number three (3) by teachers and number one (1) by secretaries. Secretaries also rated the ability to understand and follow instructions (written and oral) number three (3). The data with respect to the three highest ranked general office competency items are found in Table 13.

In the Interpersonal Competency category, two of the three highest ranked competencies were the same among all three groups. Administrators, teachers and secretaries rated effective telephone etiquette and effective reception of visitors as the numbers one (1) and two (2) competencies respectively. Administrators rated good attendance and punctuality number three (3), while teachers rated the ability to act calmly and maturely in situations involving stress number three (3). Secretaries, on the other hand, rated willingness to conform to rules and regulations of the school number three (3). The data with respect to the three highest ranked interpersonal competency items on the high school level are found in Table 14.

TABLE 11
The Three Highest Ranked General Office Competency Items
Elementary School Level

Administrators	Teachers	Secretaries
1. Must be dependable	1. Must be dependable	1. Must be dependable
2. The ability to prioritize work assignments	2. Ability to handle and make proper disposal of information (written and oral)	2. Ability to under- stand and follow instructions (written and oral)
3. Ability to take and relay messages accurately	3. Ability to "file it right and find it"	3. Ability to work independently

TABLE 12
The Three Highest Ranked Interpersonal Competency Items
Elementary School Level

Administrators	Teachers	Secretaries
1. Effective telephone etiquette	1. Effective telephone etiquette	1. Must have pleasing voice and personality
2. Effective reception of visitors	2. Effective reception of visitors	2. Effective telephone etiquette
3. Must have good attendance and punctuality	3. Effective working relationship with co-workers	3. Effective reception of visitors

TABLE 13
The Three Highest Ranked General Office Competency Items
High School Level

Administrators	Teachers	Secretaries
1. Must be dependable	1. Ability to take and relay messages accurately	1. The ability to "file it right and find it"
2. The ability to complete assignments neatly and accurately (within reasonable time).	2. Ability to understand and follow instructions (written and oral)	2. The ability to complete assignments neatly and accurately (within reasonable time).
3. Ability to handle and and make proper disposal of information (written and oral)	3. The ability to "file it right and find it"	3. Ability to understand and follow instructions (written and oral)

TABLE 14
The Three Highest Ranked Interpersonal Competency Items
High School Level

Administrators	Teachers	Secretaries
1. Effective telephone etiquette	1. Effective telephone etiquette.	1. Effective telephone etiquette
2. Effective reception of visitors	2. Effective reception of visitors	2. Effective reception of visitors
3. Must have good attendance and punctuality	3. Must have the ability to act calmly and maturely in situations involving stress	3. Willingness to conform to rules and regulations of the school

TABLE 15
Items of Significant Differences At The High School Level
General Office Competencies

-
-
1. The ability to care for office equipment (calculators, typewriters, copy machines, etc.).
 2. The ability to complete assignments neatly and accurately (within reasonable time).
 3. The ability to prioritize work assignments.
 4. The ability to "file it right and find it."
 5. The ability to supervise and make work distribution if applicable.
 6. The ability to work independently.
 7. Must be dependable.
 8. Must be a good housekeeper.
 9. Ability to be a good listener
 10. Ability to recognize and identify frequent callers and visitors.
 11. Ability to handle and make proper disposure of confidential information (written or oral).
 12. Ability to understand and follow instructions (written or oral).
 13. Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
 14. Must have considerable knowledge of English, spelling, and arithmetic.
 15. Ability to effectively communicate job-related information.
 16. Ability to keep accurate financial records.

TABLE 15 (continued)

17. The ability to make decisions based upon board policy.
18. Must have a good knowledge of the community which is served by the school.
19. Ability to take and relay messages accurately.

TABLE 16
Items of Significant Differences At The Elementary School Level
General Office Competencies

-
-
1. The ability to care for office equipment (calculators, typewriters, copy machines, etc.).
 2. The ability to "file it right and find it."
 3. Ability to be a good listener.
 4. Ability to handle and make proper disposure of confidential information (written and oral).
 5. Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
 6. Must have considerable knowledge of English, spelling and arithmetic.
 7. Ability to effectively communicate job related information.

TABLE 17
Items of Significant Differences At The High School Level
Interpersonal Competencies

-
-
1. Effective telephone etiquette.
 2. Effective reception of visitors.
 3. Effective working relationship with co-workers.
 4. Effective resolution of difficult or sensitive matters.
 5. Must love work and be willing to render services beyond the call of duty.
 6. Must be adaptable to change.
 7. Must have cooperative attitude.
 8. Must have good grooming habits.
 9. Must have initiative.
 10. Must have a pleasing voice and personality.
 11. Must have the ability to work with people of all ages, races and socio-economic levels.
 12. Must have good physical and emotional health.
 13. Must project optimism and good humor.

TABLE 18

Interpersonal Item on which there was a Significant Difference

Elementary Level

-
-
1. Must have a pleasing personal appearance.

Chapter V

Summary, Findings, Conclusions and Recommendations

Introduction

The purpose of this study was to examine and analyze the perceptions of school administrators, teachers, and secretaries on forty-one competencies necessary for school secretaries. These competencies were categorized under general office skills and interpersonal skills. The findings derived from this study will enable the writer to draw conclusions on the utilization of these competencies in the employment process and the performance evaluation process of school secretaries.

Summary

The secretarial competency questionnaire was the data gathering instrument for this study. This instrument contained a total of forty-one competencies which were divided into two categories. Those categories were general office competencies and interpersonal competencies. The general office competencies consisted of twenty-three items and the interpersonal competencies consisted of eighteen items. The data gathered and analyzed enabled the researcher to accept or reject the four null hypotheses. Hypothesis 1: There is no significant difference in the perceptions of elementary school administrators, elementary school teachers, and elementary school secretaries regarding the general office competencies which are necessary for school secretaries.

There were twenty-three items on the general office competency

scale. Administrators, teachers and secretaries at the elementary level differed significantly in their perceptions on seven of the items or approximately .03% of the items, Based upon this data, hypothesis one was accepted.

Hypothesis 2: There is no significant difference in the perceptions of elementary school administrators, elementary school teachers and elementary school secretaries regarding the interpersonal competencies which are necessary for school secretaries.

There were eighteen items on the interpersonal scale. Administrators, teachers and secretaries at the elementary level differed significantly in their perceptions on one of the items or .05% of the items. Based upon this data, hypothesis two was accepted.

Hypothesis 3: There is no significant difference in the perceptions of high school administrators, high school teachers, and high school secretaries regarding the general office competencies which are necessary for school secretaries.

Administrators, teachers and secretaries at the high school level differed significantly in their perceptions on nineteen or approximately 82% of the twenty-three general office competencies. Based upon this data hypothesis three was rejected.

Hypothesis 4: There is no significant difference in the perceptions of high school administrators, high school teachers and high school secretaries regarding the interpersonal competencies which are necessary for school secretaries.

Administrators, teachers and secretaries differed significantly in their perceptions on fourteen or approximately 78% of the eighteen interpersonal office competencies. Based upon this data, hypothesis four was rejected.

An item by item analysis of the competencies revealed many differences at the high school level but general agreement at the elementary level. The findings of this study was somewhat in keeping with the findings of Russell and Hargis in that Russell (1973) found varying degrees of disagreement and conflict in the roles of secretaries as perceived by principals, teachers and other secretaries. Hargis (1978), on the other hand, found general agreement between school principals and school secretaries relating to the characteristics deemed most desirable in school secretaries.

Agreement at the elementary level was greater than at the high school level. This could be attributed to the fact that for the most part, in the elementary schools, there is only one secretary per school. That secretary is responsible for all of the clerical duties to be performed in that school. Therefore, the secretary and administrator may have closer ties than at the high school level where there are numerous secretaries.

Agreement between all respondents was greater on the interpersonal competencies than on the general office competencies. Administrators on both levels had higher expectations of secretaries on the interpersonal competencies than teachers or secretaries themselves. This could be attributed to several reasons:

1. School administrators tend to think that a secretary with good interpersonal skills can help them to project the kind of image they are interested in projecting for their schools.
2. Schools are constantly bombarded with visitors, which often include school board members, the superintendent's cabinet members, parents and even the superintendent.
3. School administrators need to know that the persons responsible for greeting the public and answering the telephones will heighten their image rather than reduce it.

This is in agreement with Saxe's belief that all activities of the school's office depend upon the presence and proper functioning of the school secretary.

There were seven items on the general office competency scale on which administrators, teachers and secretaries on both levels differed significantly in their perceptions. Those items were:

1. The ability to care for office equipment (calculators, typewriters, copy machines, etc.)

Administrators at both the elementary and high school levels differed from teachers and secretaries on those levels on this item. This difference on the part of administrators could be attributed to the administrators concern for "lost time" when machines are in need of repair and also their concern for budgetary items. Teachers and secretaries, on the other hand, may have less concern for budgetary items or the "lost time" when machines are inoperable.

2. The ability to "file it right and find it."

Secretaries differed from administrators and teachers on this item. The difference could be attributed to the fact that secretaries are often called upon spontaneously to retrieve material which has been previously filed. In many instances, the retriever may not have been the filer. It would prove embarrassing to the secretary, if an inability exists to produce the requested information.

3. Must be a good housekeeper.

All three groups at both levels viewed this item as unimportant, however, they differed significantly as to the degree of unimportance. This could be attributed to the fact that "house-keeping" may have been interpreted as a "house cleaning" chore rather than a make tidy or "make attractive" affair. As house keeping is mainly a responsibility of another division, administrators, teachers or secretaries at either level did not envision its importance as a secretarial competency.

4. Ability to handle and make proper disposure of
confidential information (written and oral).

The secretary is usually the recipient of the bulk of information (written and oral) that comes into the school. The secretary opens and sorts mail and, therefore, gets the opportunity to "see what's going on." The secretary answers the telephone and takes messages and therefore, gets the opportunity to "hear it first." To administrators and teachers this probably means, "Don't put my business in the streets." To secretaries, this may be just an item taken for granted.

5. Ability to type at a high rate of speed with accuracy
(50 correct words per minute or more).

This item was not important to either of the groups. They differed, however, in their perceptions of the unimportance. This could be attributed to the fact that very little work at the elementary or high school level requires speed in typing. Much importance is placed on reports, completion of forms and public relations. This alleviates the need for speed typing in public schools.

6. Must have considerable knowledge of English, spelling and arithmetic.

Administrators, teachers and secretaries on both levels viewed this item as important but differed significantly in the degree of importance. This could be attributed to the need for the secretary to work independently and edit the work of the administrator and/or teacher in some instances.

7. Ability to effectively communicate job-related information.

A major part of the school's communication network is the responsibility of the school secretary. Teachers would perhaps view this as a major function, as they must often make inquiries of the secretary when the administrator is not available. Failure on the secretary's part to communicate effectively could delay the completion of special projects or tasks. Administrators depend upon secretaries to communicate job-related information for a different reason. Their absence from the premises does not halt the need to communicate information to teachers and other staff members. Secretaries themselves have still another reason to be effective in their communication of job-related information. It would be embarrassing, to say the least, to realize that inaccurate information has been communicated.

Findings

Based on the data analysis, the following findings were made.

Descriptive and Demographic Information

There were two hundred eighty-eight public school administrators, teachers and secretaries in this study. The breakdown included seventy-two administrators, ninety-nine teachers, and one hundred nineteen secretaries. Forty-one point seven percent of these individuals had a high school job assignment while fifty-eight point three percent worked on the elementary school level. The largest age range for administrators and secretaries was in the 45-53 age interval, while the largest age range for teachers was in the 36-44 age interval. Overall, eighty-five point one percent was in the 36 years to above 53 years combined age intervals.

The work experience for the total sample had its largest percentage in the above twenty-three years interval, thirty-one point seven percent. Teachers and secretaries were mainly in the eleven-seventeen work experience category, while administrators were in the above twenty-three years interval. In terms of job assignment, forty-nine point five percent of the sample worked in a medium enrollment school, 500-1299 students.

Mean Analysis of Competencies

The "Must be dependable" general office competency was rated highest by high school administrators, elementary school administrators, elementary school secretaries, and elementary school

teachers. High school teachers rated the ability to take and relay messages accurately highest. The highest rated general office competency for high school secretaries was "The ability to file it right and find it." The lowest rated general office competency was the same for each group. This competency was the ability to use the dictaphone.

Conclusions

The conclusions of this study are an outgrowth of data analysis and interpretation in reference to public school administrators', teachers' and secretaries' perceptions of general office and interpersonal competencies which are necessary for the school secretary. These conclusions are listed below:

1. Dependability on the part of school secretaries was the highest rated general office skill with the ability to use the dictaphone as the lowest rated general office competency. It can be concluded that the ability to operate office equipment and to file information are not as important to administrators, teachers and secretaries as the need for secretaries to get to work on time and take and relay messages in an accurate manner.
2. The highest rated interpersonal competencies were effective telephone etiquette and effective reception of visitors. These competencies were rated higher than must love work and be willing to render services beyond the call of duty. It can be concluded that personal

communications on the telephone and in person is a much more desirable interpersonal skill than being overly dedicated to the job assignment.

Recommendations

The analysis and interpretation of the data seem to warrant these recommendations:

1. That training institutions be encouraged to use the results of this study as a guide for training secretarial students.
2. That Personnel divisions be encouraged to use the results of this study as a guide to identify what is perceived as necessary competencies for school secretaries.
3. That Personnel administrators be encouraged to use the results of this study to take a closer look at the criteria for selecting, training, rendering in-service and evaluation of school secretaries.
4. That school administrators be encouraged to use the results of this study to become more aware of the differences in perceptions of administrators, teachers and secretaries as it relates to secretarial competencies.
5. That this study be expanded to use these competencies to validate qualifying procedures, evaluation procedures and in-service procedures for school secretaries.
6. That further study be done to better explain the differences in the roles of elementary school secretaries and high school secretaries.

BIBLIOGRAPHY

- Armstrong, Guyla Rae Harrison, Ed.D., Factors Influencing the Participation of the Certified Professional Secretary in Continuing Professional Education, The University of Nebraska-Lincoln, 1980, 260 pp.
- Barnes, Cynthia Cheryl, Ed.D., The Utilization of Shorthand by Secretaries in Large Businesses in the Dallas-Fort Worth Area with Implications for Instruction in Business Education at the Collegiate Level, North Texas State University, 1980, 243 pp.
- Barnett, Jane Grimes, Ed.D., An Assessment of Inservice Needs of School Secretaries, The University of Alabama, 1978, 196 pp.
- Benjamin, Helen McEwen, Ph.D., A Comparative Analysis of the Job Satisfaction of Correspondence and Administrative Secretaries In Word Processing Centers, The University of Iowa, 1976, 265 pp.
- Blyth, Mary Michel, Ed.D., The Development of a Written Occupational Competency Examination for Legal Secretaries, Wayne State University, 1976, 204 pp.
- Bowman, Vernon Leonard, Ed.D., A Historical Study of Business Education and Secretarial Science at Oregon State University, Oregon State University, 1974, 163 pp.
- Bragg, Sara Morris, Ed.D., A Comparative Study of Major Task Requirements of Word Processing/Administrative Support Personnel and the Traditional Secretary, University of Georgia, 1976.
- Bultnick, Dolores Helen, Ph.D., A Model Belgian Secretarial Educational Program to Prepare Secretaries for Employment in Multinational Companies and a Profile of the Multinational Secretary, The University of Iowa, 1973.
- Camm, Vera Elizabeth, Ed.D., Relationship of the 1972 Certified Professional Secretary Examination to a Performance Specimen Checklist, The University of Tennessee, 1973.
- Chirco, John Raymond, Ed.D., A Study of Job Satisfaction of the Elementary School Secretary, Western Michigan University, 1981, 130 pp.
- Cortelyou, Carol McCabe, Ph.D., Identification and Comparison of the Values and Value Systems of Executives and Secretaries in the State of New Jersey, The University of Iowa, 1978, 453 pp.

- Davis, Mary Alice, Ed.D., The Development of a Systematic Structure, Method, and Sample Materials for Implementing a Secretarial Office Simulation for Post-High School Vocational-Technical Programs, University of Georgia, 1973, 395 pp.
- Davis, Thomas Eugene, Ph.D., Analysis of Perceived Occupational Stress of Secretaries, The Ohio State University in Cooperation with Miami University, 1981, 122 pp.
- Dennee, Jean Margaret, Ed.D., Importance and Frequency of Entry-Level Competencies as Perceived by Word Processing Supervisors Correspondence and Administrative Secretaries and Word Processing Educators in Wisconsin, Utah State University, 1981 428 pp.
- Gray, Fay Beth, Ph.D., A Comparison of Junior College Secretarial Curriculums with Business Criteria for Employment of Beginning Secretaries, Georgia State University-School of Education, 1972, 204 pp.
- Hall, James Allen, Ph.D., Job Satisfaction among Secretaries: A Study of the Relationship between Performance of Satisfying Duties and Selected Variables, The University of Iowa, 1980, 106 pp.
- Hargis, Jerry Mack, Ph.D., A Study of the Perceptions of Metropolitan Nashville Elementary and High School Administrators, Elementary and High School Secretaries Regarding Characteristics They Deem Most Important in School Secretaries, George Peabody College for Teachers, 1978, 265 pp.
- Harvey, Patricia Harriet Atchison, Ph.D., Role Analysis in an Organizational Setting: A Study of Job Satisfaction among Secretarial Staff, The University of Nebraska-Lincoln, 1974, 198 pp.
- Heinemann, Susan Turk, Ed.D., The Performance of Secretaries on Job-Related Reading and Writing Tasks, Hofstra University, 1978, 192 pp.
- Johnson, Martha Faye Clark, Ed.D., Analysis of the Secretarial Duties and Salaries in Class AA and Class A Secondary Public Schools in Mississippi for the Purpose of Developing an Educational Syllabus, Mississippi State University, 1980, 127 pp.
- Keith, Lenora Sue, Ph.D., Development of an Instrument to Evaluate Problem-Solving Skills of Secretarial Students: A Feasibility Study, The Ohio State University, 1976.

- Kusek, Robert Walter, Ed.D., An Analysis of Continuing Education Needs of Secretarial Personnel in Traditional and Word Processing Offices with Implications for Community College Program Development, Boston University School of Education, 1974, 344 pp.
- Lewis, Nan Carolyn McKey, Ed.D., Comparison and Analysis of Opinions of Junior College Business Department Chairmen and Teacher Education Specialists Regarding Junior College Secretarial Administration Teacher Preparation, University of Houston, 1973.
- Majeski, Elizabeth Durst, Ed.D., A Study of Selected Educational Aspects of Medical Secretarial Activities at the University of Cincinnati Medical University Complex, University of Cincinnati, 1981, 208 pp.
- McFarland, Emmett Nicholas, Ed.D., A Study of Selected Federally Reimbursed Vocational Secretarial Programs in the Public Secondary Schools of Missouri, Oklahoma State University, 1972, 124 pp.
- Michael, Paul George, Ph.D., A Study to Determine the Effect of Cooperative Office Work Experience on the Work-Related Attitudes of Secretarial Students, The Ohio State University, 1976, 168 pp.
- Mitchell, Robert Belmont, D.B.A., An Investigation of Job Satisfaction Among Correspondence Secretaries and the Impact of Supervision, Louisiana Tech University, 1978, 142 pp.
- Munilla, Linda Bickford, Ed.D., Attitudes of Personnel Officials Concerning Sex-Role Differentiation in Secretarial Occupations, Virginia Polytechnic Institute and State University, 1981, 123 pp.
- Moody, Patricia Ginn, Ph.D., Identification of Entry-Level Competencies and Locus of Training for Word Processing Secretaries in South Carolina, University of South Carolina, 1978, 204 pp.
- Murranka, Patricia, Ed.D., Task Inventories and Position Analyses for Correspondence Secretaries, Administrative Secretaries, and Supervisors in Word Processing, Utah State University, 1979, 376 pp.
- Overton, Elizabeth Ann, Ed.D., Construction of Valid Tests on Interpersonal Relations for Office Occupations, The University of Tennessee, 1980, 189 pp.
- Powell, Keith Raymond, Ed.D., The Role of the Coordinating Secretary in Organizations Affiliated with the Association of School Business Officials of the United States and Canada, Ball State University, 1976, 126 pp.

- Robinson, Frances Elmira, Ed.D., A Follow-Up Study of Two-Year Secretarial Science Students at Broward Community College, Florida Atlantic University, 1972, 227 pp.
- Rolph, Ronald Herbert, Ph.D., Job Satisfaction and Provisions for Effective Use of Secretarial Personnel in Selected Michigan High Schools and Implications for Inservice Training Needs, Michigan State University, 1980, 265 pp.
- Russell, Robert Vorley, Ed.D., The Role of the School Secretary as Perceived by Principals Teachers, and Other School Secretaries, Northern Arizona University, 1973.
- Sadoughi, Mohammad Hussein, Ed.D., Relationships between Job Satisfaction and Sex among Certified Professional Secretaries, University of Northern Colorado, 1980, 126 pp.
- Scammon, Samuel Maurice, Ph.D., An Analysis of the Need for and Use of Shorthand by Secretaries in Large Businesses as Indicated by Secretaries, Managers and Personnel Directors, Michigan State University, 1974.
- Schatz, Anne Elizabeth, Ed.D., Personality and Satisfaction Characteristics as Factors in Predicting Job Performance of Word Processing Secretaries, the Utah State University, 1980, 174 pp.
- Schroeder, Betty Louise, Ph.D., The Design of a Secretarial In-Basket to Evaluate Decision Making in the Setting of Work Priorities, Michigan State University, 1972, 335 pp.
- Stinson, Marilyn Cameron, Ph.D., The Relationship of Socioeconomic Factors to the Money Management Knowledge of National Secretaries Association Members, The University of North Dakota, 1975, 141 pp.
- Stowell, Robert Thomas, Ed.D., Behavior of Selected Public Elementary School Secretaries: A Study of Decision Patterns in the Absence of the Principal, Temple University, 1974.
- Tavasci, John, Jr., Ed.D., Relationships between Attitudes of Elementary School Secretaries and School Climate, Northern Arizona University, 1980, 131 pp.
- Ward, Marylynne E., Ph.D., An Analysis of Job Characteristics and Responsibilities of Legal Secretaries in Selected Law Firms in California with Implications for Curriculum Revision, The University of North Dakota, 1974, 77 pp.
- Weaver, Marie Benoit, Ph.D., The Need for and Use of In-House Secretarial Training Programs in Manufacturing Companies in Selected Louisiana Cities, North Texas State University, 1981, 137 pp.

APPENDIX A
The Correspondence

M E M O R A N D U M

TO: High School Administrators
Elementary School Administrators
High School Teachers
Elementary School Teachers
High School Secretaries
Elementary School Secretaries

FROM: Elizabeth F. Iles *Efi*
Personnel Technician
Atlanta Public Schools

DATE: May 24, 1984

I am interested in gathering data to support a research project which I would like to undertake. This data will be used in a Doctorial Dissertation which will investigate the extent which school administrators, teachers, and school secretaries agree or disagree on the competencies which are necessary to the job function of the effective school secretary.

Please support me in this effort by giving me a few minutes of your time to rate the list of competencies attached. You are to rate them in the order of necessity as you perceive their importance to the job of the school secretary. (Please see attached letter, permission granted.)

This request is voluntary and anonymous on your part. I would certainly appreciate your returning this scan sheet to me by June 12, 1984. You may peel off or cross through the address label and return the scan sheet to me via school mail in the same envelope in which you received it. Please do not fold the scan sheet. If you have questions or need to contact me, you may reach me at work, 659-3381, extension 280, or at home, 761-6083.

Your immediate response will be greatly appreciated.

EFI:ys

Attachments



ATLANTA PUBLIC SCHOOLS

DIVISION OF RESEARCH AND EVALUATION
210 PRYOR STREET, S. W.
ATLANTA, GEORGIA 30303

May 23, 1984

Mrs. Elizabeth Iles
1964 Shepherd Circle, SW
Atlanta, Georgia 30311

Dear Mrs. Iles:

Your proposal, "Job Competencies Necessary to Make an Effective School Secretary as Perceived by School Administrators, Teachers, and Secretaries in an Urban School District," has been reviewed and approved for conduct in the Atlanta Public Schools. You may proceed with the administration of the questionnaire as described in your proposal on the condition that you first obtain permission from the principal of each school involved in the study.

I wish you well in the early and successful completion of your graduate program. Please let me know if I may be of additional assistance.

Sincerely,

A handwritten signature in cursive script that reads "Myrtice M. Taylor".

Myrtice M. Taylor, Ph.D.
Research Associate

MMT:cd

APPENDIX B

The Questionnaire

APPENDIX B
The Questionnaire

Secretarial Competency Questionnaire

This instrument is designed to measure the perceptions of school administrators, selected teachers, and school secretaries regarding the job competencies which are necessary for the performance of the effective school secretary. Please rate each competency as you perceive its necessity. Please use the enclosed scan sheet to record the background demographic information and to record your rating of the competencies. Use a No. 2 pencil to bubble in the alphabets on the scan form which correspond to your desired rating of each competency. Please rate each of the competencies, even if you are not sure as to the necessity of it. Your response is voluntary and will not be identified with you in any way. Thank you for your cooperation.

Background Demographic Information

1. Present Position
 - A. Administrator
 - B. Teacher
 - C. Secretary
2. Present Assignment
 - A. High School
 - B. Elementary School
3. Age
 - A. 18 - 26 yrs.
 - B. 27 - 35 yrs.
 - C. 36 - 44 yrs.
 - D. 45 - 53 yrs.
 - E. Above 53 yrs.
4. Years of Work Experience
 - A. 0 - 5 yrs.
 - B. 6 - 10 yrs.
 - C. 11 - 17 yrs.
 - D. 18 - 23 yrs.
 - E. 24 yrs. or above
5. Education
 - A. High School Graduate or Equivalent (GED)
 - B. Trade or Business School
 - C. College Graduate
 - D. Master's Degree
 - E. Six Year Degree or Above

6. School Enrollment

- A. 1 - 499 (Small)
- B. 500 - 1299 (Medium)
- C. 1300 or above (Large)

7. Have you had secretarial experience?

- A. Yes
- B. No

8. Have you had teaching experience?

- A. Yes
- B. No

9. Have you had administrative experience?

- A. Yes
- B. No

General Office Competencies

	Unnecessary	Moderately Necessary	Necessary	Highly Necessary	Extremely Necessary
10. The ability to care for office equipment (calculators, typewriters, xerox, etc.)	A	B	C	D	E
11. The ability to complete assignments neatly and accurately (within reasonable time).	A	B	C	D	E
12. The ability to prioritize work assignments.	A	B	C	D	E
13. The ability to "file it right and find it."	A	B	C	D	E
14. The ability to supervise and make work distribution if applicable	A	B	C	D	E
15. The ability to work independently	A	B	C	D	E
16. Must be dependable	A	B	C	D	E

	Unnecessary	Moderately Necessary	Necessary	Highly Necessary	Extremely Necessary
17. Must be a good housekeeper	A	B	C	D	E
18. Ability to be a good listener	A	B	C	D	E
19. The ability to recognize and identify frequent callers and visitors.	A	B	C	D	E
20. Ability to handle and make proper disposal of confidential information (written or oral).	A	B	C	D	E
21. Ability to understand and follow instructions (written and oral)	A	B	C	D	E
22. Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).	A	B	C	D	E
23. Ability to use a dictaphone.	A	B	C	D	E
24. Ability to take shorthand and satisfactorily transcribe it.	A	B	C	D	E
25. Must have considerable knowledge of English, spelling, and arithmetic.	A	B	C	D	E
26. Ability to effectively communicate job-related information.	A	B	C	D	E
27. Ability to keep accurate financial records.	A	B	C	D	E
28. Must be loyal to the school administrator	A	B	C	D	E
29. The ability to make decisions based upon board policy.	A	B	C	D	E
30. The ability to give material support and aid to teachers.	A	B	C	D	E

	Unnecessary	Moderately Necessary	Necessary	Highly Necessary	Extremely Necessary
31. Must have a good knowledge of the community which is served by the school.	A	B	C	D	E
32. Ability to take and relay messages accurately.	A	B	C	D	E
Interpersonal Competencies					
33. Effective telephone etiquette	A	B	C	D	E
34. Effective reception of visitors	A	B	C	D	E
35. Effective working relationship with co-workers.	A	B	C	D	E
36. Effective resolution of difficult or sensitive matters.	A	B	C	D	E
37. Must love work and be willing to render services beyond the call of duty.	A	B	C	D	E
38. Must be adaptable to change	A	B	C	D	E
39. Must have cooperative attitude	A	B	C	D	E
40. Must have high work enthusiasm	A	B	C	D	E
41. Must have good attendance and punctuality.	A	B	C	D	E
42. Must have good grooming habits	A	B	C	D	E
43. Must have pleasing personal appearance	A	B	C	D	E
44. Must have high initiative	A	B	C	D	E
45. Must have the ability to act calmly and maturely in situations involving stress.	A	B	C	D	E

	Unnecessary	Moderately Necessary	Necessary	Highly Necessary	Extremely Necessary
46. Willingness to conform to rules and regulations of the school.	A	B	C	D	E
47. Must have a pleasing voice and personality.	A	B	C	D	E
48. Must have the ability to work with people of all ages, races, and socio-economic levels.	A	B	C	D	E
49. Must have good physical and emotional health.	A	B	C	D	E
50. Must project optimism and good humor.	A	B	C	D	E

APPENDIX C

Rank Order of Competencies by Respondents

Rank Order of Interpersonal Office Competency Items Based Upon Mean
Scores of Elementary School Secretaries

Rank Order	Mean Score	Item
1	4.9781	Must have a pleasing voice and personality.
2.5	4.4219	Effective telephone etiquette.
2.5	4.4219	Effective reception of visitors.
4	4.3594	Must have the ability to work with people of all ages, races and socio-economic levels.
5	4.3438	Effective working relationship with co-workers.
6	4.3281	Must have good attendance and punctuality.
7	4.3125	Must have the ability to act calmly and maturely in situations involving stress.
8	4.2813	Must have a cooperative attitude.
9	4.2344	Willingness to conform to rules and regulations of the school.
10	4.1563	Effective resolution of difficult or sensitive matters.
11	4.1406	Must have good grooming habits.
12	4.0781	Must be adaptable to change.
13	4.0469	Must have high initiative.
14	4.0313	Must have pleasing personal appearance.
15.	4.0156	Must have high work enthusiasm.
16.	3.9521	Must have good physical and emotional health.

Rank	Mean	Item
Order	Score	
17	3.9219	Must love work and be willing to render services beyond the call of duty.
18	3.8125	Must project optimism and good humor.

Rank Order of Interpersonal Competency Items Based Upon Mean Scores
of Elementary School Administrators

Rank Order	Mean Score	Item
<hr/>		
1.5	4.8511	Effective telephone etiquette.
1.5	4.8511	Effective reception of visitors.
3	4.7447	Must have good attendance and punctuality.
4	4.7021	Must have the ability to work with people of all ages, races and socio-economic levels.
5	4.6596	Willingness to conform to rules and regulations of the school.
6	4.6383	Must have cooperative attitude.
7	4.5957	Effective working relationship with co-workers.
8	4.5532	Must have the ability to act calmly and maturely in situations involving stress.
9	4.5106	Must have good physical and emotional health.
10.5	4.3617	Must have good grooming habits.
10.5	4.3617	Must have a pleasing voice and personality.
12	4.3191	Effective resolution of difficult or sensitive matters.
13	4.2766	Must have a pleasing personal appearance.
14	4.2755	Must have high initiative.
15	4.2340	Must be adaptable to change.
16	4.1915	Must project optimism and good humor.

Rank	Mean	Item
Order	Score	
17	4.1702	Must have high work enthusiasm.
18	4.1277	Must love work and be willing to render services beyond the call of duty.

Rank Order of Interpersonal Competency Items Based Upon Mean Scores
of Elementary School Teachers

Rank Order	Mean Score	Item
<hr/>		
1	4.3750	Effective telephone etiquette.
2	4.3214	Effective reception of visitors.
3	4.1429	Effective working relationship with co-workers.
4	4.0893	Must have the ability to work with people of all ages, races and socio-economic levels.
5.	4.0714	Must have good attendance and punctuality.
6.5	4.0536	Must have cooperative attitude.
6.5	4.0536	Must have the ability to act calmly and maturely in situations involving stress.
8	3.9821	Willingness to conform to rules and regulations of the school.
9	3.9464	Must have a pleasing voice and personality.
10	3.8929	Must have good grooming habits.
11	3.8750	Must have pleasing personal appearance.
12	3.8036	Must have good physical and emotional health.
13	3.7679	Must be adaptable to change..
14	3.7500	Effective resolution of difficult or sensitive matters.
15	3.7143	Must have high initiative.
16	3.6071	Must have high work enthusiasm.

Rank	Mean	Item
Order	Score	
17	3.4286	Must project optimism and good humor.
18	3.1964	Must love work and be willing to render services beyond the call of duty.

Rank Order of General Office Competency Items Based Upon Mean Scores
of Elementary School Secretaries

Rank Order	Mean Score	Item
1	4.9063	Must be dependable.
2	4.5938	Ability to understand and follow instructions (written and oral).
3	4.5625	The ability to work independently.
4	4.5469	The ability to "file it right and find it."
5.5	4.5313	The ability to complete assignments neatly and accurately (within reasonable time).
5.5	4.5313	Ability to take and relay messages accurately.
7	4.4844	Ability to handle and make proper disposal of confidential information (written and oral).
8	4.4531	Ability to keep accurate financial records.
9	4.4219	The ability to prioritize work assignments.
10	4.3906	Must be loyal to the school administrator.
11	4.3438	Ability to effectively communicate job-related information.
12.5	4.2500	Must have considerable knowledge of English, spelling and arithmetic.
12.5	4.2500	The ability to make decisions based upon board policy.
14	4.2188	Ability to be a good listener.

Rank	Mean	Item
Order	Score	
<hr/>		
15	4.0469	The ability to care for office equipment (calculators, typewriters, copy machines, etc.).
16	3.9688	The ability to supervise and make work distribution if applicable.
17	3.9375	The ability to give material support and aid to teachers.
18	3.7656	The ability to recognize and identify frequent callers and visitors.
19	3.6719	Must have a good knowledge of the community which is served by the school.
20.	3.6563	The ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
21	3.2031	Must be a good housekeeper.
22	2.0781	Ability to take shorthand and satisfactorily transcribe it.
23	1.8438	Ability to use a dictaphone.

Rank Order Of General Office Competency Items Based Upon Mean Scores
of Elementary School Administrators

Rank Order	Mean Score	Item
1	4.8723	Must be dependable.
2.5	4.8511	The ability to prioritize work assignments.
2.5	4.8511	Ability to take and relay messages accurately.
4.5	4.8085	The ability to complete assignments neatly and accurately (within reasonable time).
4.5	4.8085	Ability to understand and follow instructions (written and oral).
6.5	4.7872	The ability to "file it right and find it."
6.5	4.7872	Must be loyal to the school administrator.
8.5	4.7234	Ability to handle and make proper disposal of confidential information (written and oral).
8.5	4.7234	The ability to keep accurate financial records.
10	4.4468	Must have considerable knowledge of English spelling and arithmetic.
11	4.3617	Ability to effectively communicate job-related information.
12	4.3404	Ability to be a good listener.
13	4.2766	The ability to recognize and identify frequent callers and visitors.

Rank	Mean	Item
Order	Score	
<hr/>		
14.33	4.2340	The ability to care for office equipment (calculators, typewriters, copy machines, etc.).
14.33	4.2340	The ability to work independently.
14.33	4.2340	The ability to give material support and aid to teachers.
17	4.1604	The ability to supervise and make work distribution if applicable.
18	4.1489	The ability to make decisions based upon board policy.
19	4.0000	Must have a good knowledge of the community which is served by the school.
20	3.7872	Must be a good housekeeper.
21	3.7234	Ability to type at a high rate of speed with. accuracy (50 correct workds per minute or more).
22	2.6809	Ability to take shorthand and satisfactorily transcribe it.
23	2.2340	Ability to use a dictaphone.

Rank Order of General Office Competencies Based Upon Mean Scores
of Elementary School Teachers

Rank Order	Mean Score	Item
1	4.6250	Must be dependable.
2	4.5357	Ability to handle and make proper disposal of confidential information (written and oral).
3	4.5179	The ability to "file it right and find it."
4	4.5000	Ability to take and relay messages accurately
5	4.4107	Ability to understand and follow instructions (written and oral).
6	4.3929	The ability to complete assignments neatly and accurately (within reasonable time).
7	4.1964	Ability to effectively communicate job-related information.
8	4.1786	Ability to be a good listener.
9.5	4.1607	The ability to prioritize work assignments.
9.5	4.1607	Ability to keep accurate financial records.
11	4.1429	Must have considerable knowledge of English, spelling and arithmetic.
12	4.1254	The ability to work independently.
13	4.0536	Must be loyal to the school administrator.
14	4.0000	The ability to recognize and identify frequent callers and visitors.

Rank	Mean	Item
Order	Score	
<hr/>		
15	3.8929	The ability to give material support and aid to teachers.
16	3.8214	The ability to make decisions based upon board policy.
17	3.7857	The ability to care for office equipment (calculators, typewriters, copy machines, etc.).
18	3.6429	The ability to supervise and make work distribution if applicable.
19	3.4821	The ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
20	3.3929	Must be a good housekeeper.
21	3.3114	Must have a good knowledge of the community which is served by the school.
22	2.7857	The ability to take shorthand and satisfactorily transcribe it.
23	2.6607	The ability to use a dictaphone.

Rank Order of General Office Competency Items Based Upon Mean Scores
of High School Secretaries

Rank Order	Mean Score	Item
1	4.6346	The ability to "file it right and find it."
2	4.5962	The ability to complete assignments neatly and accurately (within reasonable time).
3	4.5577	Ability to understand and follow instructions (written and oral).
4	4.5192	Ability to take and relay messages accurately.
5	4.5000	Must be dependable.
6	4.4423	The ability to work independently.
7	4.3462	Ability to handle and make proper disposal of confidential information (written and oral).
8	4.3077	Ability to effectively communicate job-related information.
9	4.2692	The ability to prioritize work assignments.
10.5	4.2500	Ability to keep accurate financial records.
10.5	4.2500	Must have considerable knowledge of English, spelling and arithmetic.
12	4.1346	Must be loyal to the school administrator.
13	4.0385	The ability to care for office equipment (calculators, typewriters, copy machines, etc.).

Rank	Mean	Item
Order	Score	
<hr/>		
14	3.9808	The ability to make decisions based upon board policy.
15	3.9615	Ability to be a good listener.
16.	3.9423	The ability to supervise and make work distribution if applicable.
17	3.8269	The ability to recognize and identify frequent callers and visitors.
18	3.7308	Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
19	3.6731	The ability to give material support and aid to teachers.
20	3.4615	Must be a good housekeeper.
21	3.2115	Must have a good knowledge of the community which is served by the school.
22	2.4423	Ability to take shorthand and satisfactorily transcribe it.
23	2.0385	Ability to use dictaphone.

Rank Order of General Office Competencies Based Upon Mean Scores
of High School Administrators

Rank Order	Mean Score	Item
1	4.9200	Must be dependable.
2	4.8400	The ability to complete assignments neatly and accurately (within reasonable time).
4	4.6800	Ability to handle and make proper disposal of confidential information (written or oral).
4	4.6800	Ability to understand and follow instructions (written and oral).
4	4.6800	Ability to take and relay messages accurately.
6.5	4.600	The ability to prioritize work assignments.
6.5	4.6000	The ability to "file it right and find it."
8	4.4600	Must be loyal to the school administrator.
9	4.4400	Ability to keep accurate financial records.
10	4.3600	Ability to be a good listener.
11	4.2400	Ability to work independently.
12	4.2000	Must have considerable knowledge of English spelling and arithmetic.
13.5	4.1600	The ability to care for office equipment (calculators, typewriters, copy machines, etc.).
13.5	4.1600	The ability to effectively communicate job-related information.

Rank	Mean	Item
Order	Score	
<hr/>		
15	4.1200	The ability to make decisions based upon board policy.
16	4.0400	The ability to recognize and identify frequent callers and visitors.
17.5	3.9200	The ability to supervise and make work distribution if applicable.
17.5	3.9200	Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
19	3.8800	The ability to give material support and aid to teachers.
20	3.8000	Must be a good housekeeper.
21	3.4000	Must have a good knowledge of the community which is served by the school.
22	3.0000	Ability to take shorthand and satisfactorily transcribe it.
23	2.7200	Ability to use dictaphone.

Rank Order of General Office Competency Items Based Upon Mean Scores
of High School Teachers

Rank Order	Mean Score	Item
1	4.7209	Ability to take and relay messages accurately.
2	4.6977	Ability to understand and follow instructions (written and oral).
3	4.6744	The ability to "file it right and find it."
4	4.6047	Ability to handle and make proper disposal of confidential information (written or oral).
5	4.5581	The ability to complete assignments neatly and accurately (within reasonable time).
6	4.5349	Must be dependable.
7	4.4651	The ability to prioritize work assignments.
8	4.4419	Must have considerable knowledge of English, spelling and arithmetic.
9	4.3023	The ability to work independently.
10	4.2791	Ability to effectively communicate job-related information.
11	4.1163	Ability to keep accurate financial records.
12	4.0930	Must be loyal to the school administrator.
13.5	3.9767	The ability to give material support and aid to teachers.

Rank	Mean	Item
Order	Score	
13.5	3.9767	Ability to be a good listener.
15	3.8372	Ability to type at a high rate of speed with accuracy (50 correct words per minute or more).
16	3.8140	The ability to recognize and identify frequent callers and visitors.
17	3.7209	The ability to make decisions based upon board policy.
18	3.6514	The ability to supervise and make work distribution if applicable.
19	3.6512	The ability to care for office equipment (calculators, typewriters, copy machines, etc.).
20	3.5116	Must be a good housekeeper.
21	3.3256	Must have a good knowledge of the community which is served by the school.
22	3.1860	Ability to take shorthand and satisfactorily transcribe it.
23	2.8605	Ability to use a dictaphone.

Rank Order of Interpersonal Office Competency Items Based Upon Mean
Scores of High School Secretaries

Rank	Mean	Item
Order	Score	
<hr/>		
1.5	4.4808	Effective telephone etiquette.
1.5	4.4808	Effective reception of visitors.
3	4.2500	Willingness to conform to rules and regulations of the school.
4	4.2115	Must have good attendance and punctuality.
5	4.1731	Effective working relationship with co-workers.
6	4.1500	Must have ability to work with people of all ages, races and socio-economic levels.
7	4.1346	Must have the ability to act calmly and maturely in situations involving stress.
8	4.0962	Must have a cooperative attitude.
9	4.0192	Must have good grooming habits.
10	4.0000	Must have pleasing voice and personality.
11	3.9615	Must have high initiative.
12	3.9423	Must have pleasing personal appearance.
13	3.9231	Effective resolution of difficult or sensitive matters.
14.5	3.9038	Must be adaptable to change.
14.5	3.9038	Must have good physical and emotional health.
16	3.7885	Must have high work enthusiasm.

Rank	Mean	Item
Order	Score	

17	3.7631	Must project optimism and good humor.
18	3.5192	Must love work and be willing to render services beyond the call of duty.

Rank Order of Interpersonal Competencies Based Upon Mean Scores
for High School Administrators

Rank Order	Mean Score	Item
1.5	4.7200	Effective telephone etiquette.
1.5	4.7200	Effective reception of visitors.
3.5	4.6800	Must have good attendance and punctuality.
3.5	4.6800	Willingness to conform to rules and regulations of the school.
6.5	4.4400	Must have cooperative attitude.
6.5	4.4400	Must have good grooming habits.
6.5	4.4400	Must have pleasing personal appearance.
6.5	4.4400	Must have the ability to act calmly and maturely in situations involving stress.
9	4.3600	Must have the ability to work with people of all ages, races and socio-economic levels.
10	4.2890	Effective working relationship with co-workers.
11.5	4.2800	Must have high work enthusiasm.
11.5	4.2800	Must be adaptable to change.
13	4.2000	Must have high initiative.
14	4.1600	Must have a pleasing voice and personality.
15	4.0800	Must have good physical and emotional health.
16	4.0400	Effective resolution of difficult or sensitive matters.

Rank	Mean	Item
Order	Score	

17	3.9600	Must project optimism and good humor.
18	3.8400	Must love work and be willing to render services beyond the call of duty.

Rank Order of Interpersonal Office Competency Items Based Upon Mean
Scores of High School Teachers

Rank Order	Mean Score	Item
1	4.6047	Effective telephone etiquette.
2	4.4884	Effective reception of visitors.
3	4.4419	Must have the ability to act calmly and maturely in situations involving stress.
4	4.4186	Must have good attendance and punctuality.
5.5	4.3953	Must have cooperative attitude.
5.5	4.3953	Must have the ability to work with people of all ages, races and socio-economic levels.
7	4.2326	Willingness to conform to rules and regulations of the school.
8	4.2093	Must have good physical and emotional health.
9	4.1860	Effective working relationship with co-workers.
10.5	4.0698	Must have good grooming habits.
10.5	4.0698	Effective resolution of difficult or sensitive matters.
12	3.9767	Must be adaptable to change.
13	3.9535	Must have pleasing voice and personality.
14	3.9302	Must have high initiative.
15	3.9070	Must have pleasing personal appearance.
16	3.8837	Must project optimism and good humor.

Rank	Mean	Item
Order	Score	
17	3.8605	Must have high work enthusiasm.
18	3.4186	Must love work and be willing to render services beyond the call of duty.

